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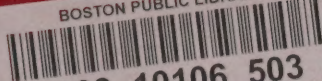
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GUIDE for Parents & Students

PREPARED by **CWE**
The City-Wide Educational Coalition

boston public
high schools



boston public high schools

A GUIDE for Parents & Students

PREPARED by **CWEC**

The City-Wide Educational Coalition

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PREFACE

Dear Parents and Students:

As you consider the program options available in Boston's high schools, you are doing so at an exciting time in our city's history. Our public school system, the oldest in America, is rich in diversity and striving daily, using the unique resources of Boston, to improve the schools. Nowhere but in Boston are the high schools paired with twenty-two business firms and twenty-five colleges and universities in a variety of special programs which enhance regular curriculum offerings. Boston area cultural institutions are conducting programs in many of our high schools. Career and occupational education programs offer students the opportunity to develop both basic skills and occupational competencies required for satisfying careers in modern metropolitan Boston. The new Occupational Resource Center will provide students with additional training in both standard and emerging employment fields, e.g., communications technology, data processing, and alternative energy occupations.

On an annual basis, Boston Public High Schools offer 420 individual awards and scholarships. In June 1978, our senior graduates received \$2.4 million worth of scholarships and financial aid.

The Boston Public Schools not only provide services to 70,000 students daily, but 20,000 others, mostly adults, attend classes in a variety of programs held evenings, weekends and during the summer. Handicapped students are provided prevocational and vocational programs preparing them for the world of work. Bilingual programs in eight different languages are available for students. There are councils in every school for the participation of parents, students and teachers in educational decision-making.

This unique publication on our high schools is the product of a joint effort between the Boston School Department and an independent citizens' organization, the City-Wide Educational Coalition, to provide information to parents and students on Boston's high schools. This document, prepared by CWEC with the resources of the Boston School Department, provides an independent judgement about our high schools. With the cooperation of school officials, parent researchers, selected and trained by CWEC, have gathered the data and developed the school descriptions presented on the following pages. They include comments of parents, students, and teachers to assist you in selecting the high school program which best meets your needs. However, as useful as these school descriptions are, they cannot present a complete picture of a particular school. Therefore, before making a choice, I urge you to visit the schools and talk with the principals, teachers, parents, and students.

I deeply appreciate your interest in the Boston Public Schools and encourage your criticism and comments as we strive to provide the best in education for the students of Boston.



Robert Wood
Superintendent of Schools

INTRODUCTION

This "Guide" has been developed in response to the need for parents and students to have more information about high school-level programs in the Boston Public Schools. While we do not suggest that this book fully meets that need, we hope its readers will find that it makes a valuable contribution toward that goal.

In producing the Guide, we have sought to involve a number of people. Parent Researchers were involved in conducting interviews with Headmasters and parents, gathering additional data, and writing descriptions of the high schools. Headmasters and program administrators were involved in responding to interviews and written questionnaires. Teachers, students and parents at each high school were involved in answering questions about their school. We deeply appreciate the time, effort and cooperation of all these participants.

With this large volume of facts and views, we then faced the task of deciding what material was most significant, and how to fit it into a limited amount of space. Using the researchers' reports as a foundation, and the administrators' responses and school documents as additional sources, we edited the articles into publication form.

The choice of "comments" was, in many instances, a difficult task. One reason for this is that the parents, students and teachers that provided them were selected at random, and therefore do not represent a "scientific" sample of opinion. Another reason is that there were many instances (usually reflected in the comments chosen) of contradictory views from the same school. What we have tried to do, therefore, is to present for the most part those comments that communicated concerns or opinions that were also expressed by others.

We have tried consistently to make this book accurate in every respect. Our pursuit of this objective has included careful use of documents, verifying school and program descriptions with administrators and repeated proof-reading. However, there are inevitably going to be some errors in the book, and we assume the responsibility for them.

It should be stressed once again that this book is not meant to be regarded as a complete or definitive source. It is not possible in a few pages to present a full picture of these highly diverse schools and programs. Rather, what we have attempted to produce is an overview, with some added perspective, that will be a helpful general resource to parents and students considering their educational options. This resource should be supplemented, however, by direct, first-hand investigation. Only by visiting the programs, and by speaking with the students, parents, teachers and administrators involved, will the readers of this book become able to make truly informed choices.

We are grateful to the staff, researchers and specialists that worked on this book; to the parents, students, teachers and administrators who contributed to it; and to the Boston School Department and the State Department of Education, which provided the financial support for this project.

We hope that you will find this Guide to be interesting and useful.

The Project Staff

Pauline Bailey, Edmund Crotty, Rose Edwards, Mary Moonves

HOW TO USE THIS BOOK

There are 4 main sections to this Guide: "High Schools", "Special Programs", "Co-operative Industrial & Business Magnet Programs", and "Post Graduate Programs". In developing the articles within each section, we have tried to present information in a generally consistent format, in order to facilitate comparisons by readers. There are some variations, due either to differences in the amount of information provided by the schools or to our own editorial judgements about the relative importance of particular items. For the most part though, the articles within a section are composed in a similar fashion. In the High School and Special Programs sections, the articles (except for that on the ORC) consist of the following parts: Educational Program - This part begins with a general statement of the philosophy and/or general nature of the school. Where there may be one, the Magnet Program, open to students from any part of the city, is then identified. If there is a Bilingual Program, it is described next, giving the language(s) of instruction, enrollments and major programs offered. Under Courses, the objectives and course requirements are given for the major academic programs (such as Business Education or College Preparatory). Also, information is given about the range of elective courses available. "Career Exploration" describes the school's treatment of the Career Exploration Program required for all 9th grade students. Also described here are other career awareness and information resources for students. The "Special Needs" portion of the article contains information about the resources and staff available to students who have special needs and are entitled to services under Chapter 766.

Under Other Programs and Services special activities, funded by such sources as Chapter 636 (State) and the Emergency School Assistance Act (federal), are noted. These activities include partnerships (pairings) with educational, cultural & business institutions. Also listed are additional services & opportunities provided beyond the school (such as Flexible Campus, Educational Collaborative [EDCO] and community organizations and agencies) and within the school (Title I, guidance, health & food).

Post Graduate Information gives a breakdown of the information the school has on what the members of last year's senior class have done since graduation.

Headmaster's Statement - This was submitted by the administrator of the school, in response to our invitation to prepare a 100 word statement that would be run without editing.

Facilities - This part contains information about the age, size and features of the school building, along with any current plans for major repairs and alterations.

Teacher Comments - These are drawn from responses to teacher questionnaires that were distributed to a random sample of teachers at the school.

Student Activities - This part lists sports & extra-curricular opportunities offered. It also notes the student government organization and usually includes information on student discipline at the school.

Student Comments - These were taken from responses to student questionnaires distributed to a random sample of the school's students.

Parent Involvement - This part indicates what parent organizations exist at the school, how frequently they meet, & the contact they have with the administrator.

Parent Comments - These come from interviews conducted by the parent researchers, with a random sample of parents having children at the school.

Researcher Comments - This is a statement by the parent researcher about the school. In some cases the researcher seeks to make an assessment of particular programs, or of the entire school. In other cases, the researcher chose just to give some additional data. These comments are intended to give impressions, NOT a summary evaluation of the school. Editorial Comment - This heading indicates that the comment was written, & the program research was done, by a member of the Project Staff rather than one of the parent researchers.



CHARLESTOWN HIGH ↑



COPLEY SQUARE HIGH ↑

high schools



ENGLISH HIGH ↓

Boston High

BOSTON HIGH SCHOOL
338 NEWBURY STREET
BOSTON, MASSACHUSETTS 02115
Telephone: 262-7424

Joseph L. Ippolito, Headmaster
Total Enrollment 1978-79 - 640
White: 265; Black: 274;
Other Minority: 101

A "Magnet" District 9 school



EDUCATIONAL PROGRAM

The educational program at Boston High School is designed around the individual needs of students, particularly those students intending to enter the business world. Regular attendance at school, the willingness and ability to work, and, adherence to the school's strict discipline procedures are necessary components of the educational program and therefore required of all students.

MAGNET PROGRAM: The magnet theme at Boston High is "Work/Study". This theme is incorporated into all subject areas. Under the Work/Study program, students attend classes for half the school day, in order to fulfill academic requirements; then they spend the other half of the school day in paid employment, learning marketable skills in various fields of business. A student who maintains her/his part-time job earns five (5) Boston school credits towards their diploma.

BILINGUAL PROGRAM: There is a Spanish bilingual program at Boston High. The 47 students enrolled in this program receive extra instruction in English. A special reading program is also provided for these students. Placement in regular classroom settings is made for bilingual students as soon as their language skills reach the level sufficient for participation.

COURSES: Some of the course offerings available at Boston High are as follows:
Grade 9 - Math I; Civics; Algebra I; Typing I; Reading; Critical Reading & Composition
Grade 10 - Basic & Applied Math II; Geometry; General Science and Biology; Typing II; Reading; World History; and Modern History. Grade 11 - Chemistry; Applied Math III; United States History; Office Practice I; Typing III; Algebra II; World History; and Modern History. Grade 12 - Consumer Education (mandatory for all students); Physics; Solid Geometry; Trigonometry; Applied Math IV; Office Practice II; Typing IV; and History.

In addition to its standard curriculum, Boston High has some elective course offerings, and others are being developed for the 1979-80 school year.

"Career Exploration": Career education is offered to Boston High students through the Flexible Campus program and their experiences at work sites. Testing for appropriate placement in courses and at job sites takes place with input from parents, students and teachers. All 640 Boston High School students take part in the Flexible Campus program.

"Special Needs": There are three (3) special education classes, one (1) full-time Core Evaluation Team Leader (CETL), and 4 resource rooms at Boston High, servicing 98 students with identified special needs.

OTHER PROGRAMS AND SERVICES: Boston High School's university pairing is with Boston State College. Under this pairing a tutorial program has been developed.

The business institution paired with Boston High is Prudential Insurance. A "Close-up" program, help with the yearbook and a senior banquet have been provided through this pairing.

A Title I program provides remedial assistance in Reading and Math to students in grades 9 and 10.

Businesses; universities; hospitals; city, state and federal agencies --- numbering over 100 --- all provide job sites to Boston High School. A few of these are the First National Bank, John Hancock, Gillette, Filenes, Mass. General Hospital, Peter Bent Brigham Hospital, Northeastern University, Liberty Mutual, New England Life, U.S. Customs Service, Litton Office Products, Williams Business Products, New England Adding Machine Co., and Mobil stations around the Boston area.

The Mobil Company offers to teach 12th grade students the practical application of money management, basic car upkeep, and the phases of managing a Mobil gas station (with some practice, where possible).

There is no Guidance Department at the school. Counseling is provided by job specialists, teachers and other staff, in the areas of career counseling, course selection, personal counseling and orientation for new students.

Guidance materials are available for students in all classrooms.

A full-time nurse is available at the school and the services of a doctor are available.

POST GRADUATE INFORMATION: Of 127 graduates last year, 30 went to college, 1 entered a business training program, 7 entered military service and 71 are presently employed. Eighteen students received scholarships for further study.

HEADMASTER'S STATEMENT

(The Headmaster has requested that his message in last year's Magnet School Guide be repeated.)

"Just send me students who are willing and able to work and attend school regularly. No other requirements are necessary. Because of the nature of the program, the Headmaster needs the option to transfer students who refuse to work, cannot work, or who are disruptive at work, where jobs are lost."

FACILITIES

Boston High School is located in a business and residential area that dates back to the late 1800's. Originally, sections of the school were specialty shops, which were renovated for use as a school in 1968.

The school is very segmented and classes are sectioned off, a situation which the Headmaster feels is beneficial to the school's program.

There are 4 floors to the building. Among the school's features are 4 science labs, 4 language labs, 4 resource rooms, 8 typing rooms, and 4 business machine rooms. There is also an auditorium and a library.

There are no gym or cafeteria facilities. There are machines from which students may obtain food.

TEACHER COMMENTS: *"The school is a natural setting for non-academic students." * "We offer paid job experience coupled with the development of good work habits." * "Our school enables students to make more meaningful use of their time and to keep out of trouble situations." * "I have found the physical facilities as well as the availability of materials to be fairly adequate for our educational program." * "The students at the school behave according to a rigid set of guidelines which is well enforced by the administration." * "There has been a recent decline, in general, in the working relationship of the faculty with administration."*

STUDENT ACTIVITIES

There is a Student Council at the school with 92 elected members. There is also a Racial/Ethnic Student Council (RESC).

There are no sports programs, no clubs, no school newspaper, in short, no extra-curricular activities available for students at Boston High School.

STUDENT COMMENTS: *"The students get along with each other, white & black. There is no fighting or any kind of violence in this school." * "Teachers don't let the students speak their mind." * "The morning students should have a bus just like the afternoon students." * "The hallways are too small. You have to wait in line to go up the stairs." * "You get points for working and if you like business courses there are many to choose from."*

PARENT INVOLVEMENT

There is a Racial/Ethnic Parent Council (REPC) which is trying to recruit parents. The Community District Advisory Council (CDAC) representative is assisting in the recruitment effort.

PARENT COMMENTS: *"More schools should be more thorough with students as this one has been. This is my fifth boy going there." * "I like the school as is." **

*"It is a waste of time for children who are too young to work." * "They give my daughter more incentive." * "They have too high standard of discipline and do not take time to consider child's point of view before dismissal." * "The discipline code of the school is very strict." * "I like the discipline procedures." * "The school is run very nicely and has a nice faculty."*

RESEARCHER COMMENT

This is a no-frills educational institution: no extra-curricular activities; no gyms; no 636 monies; no ESAA monies; no cafeteria; no home economics; no miscellaneous programs (such as art, music, etc.); and no breaks between classes. The school day is very short and ALL time is used carefully so there is no time for extraordinary discipline measures. Boston High School wishes to project an image of success and a desire to excel and encourages all students to develop these qualities. Therefore, students too young for work and students who cannot or do not wish to work and adhere to stern discipline procedures, should consider another school.

Latin Academy

BOSTON LATIN ACADEMY
380 TALBOT AVENUE
DORCHESTER, MASSACHUSETTS 02124
Telephone: 825-4240

Louise Dooley, Acting Headmaster
Total Enrollment 1978-79 - 1002
White: 613; Black: 278;
Other Minority: 111

A "Magnet" District 9 school
Admission based on entrance examination
Grades 7-12



EDUCATIONAL PROGRAM

The educational program at this school is built upon the objectives of getting students ready for college. The academic work-load requires that students must develop and maintain good study habits and good attendance. The teaching method is traditional with strong emphasis on preparation and performance. Students are expected to spend at least two hours on homework each night. Home lessons are assigned in all subjects every day, and tests are administered weekly. Remedial assistance is available in all subject areas.

MAGNET PROGRAM: The theme of Boston Latin Academy is traditional classical college preparatory studies. The school's emphasis is on academic excellence. Students are admitted at the 7th or 9th grade levels, on the basis of examination scores.

COURSES: Courses of study are designed so that students entering Boston Latin Academy for either the six (6) year program or the four (4) year program will have a complete college preparatory experience. Students are required to take Math and English each year. Latin is required every year except in the senior year of students in the six year program. Most grade 7 students take Developmental Reading. Each grade 8 student must take typewriting.

Science courses taught at the school are: General Science, Biology, Chemistry and Physics. Modern language courses are offered in French, German and Spanish. Choices among these languages may be made in the 9th or 10th grade. Although some electives have been introduced, there is little change made in course offerings from year to year.

"Career Exploration" is worked into the curriculum at each grade level, with a different focus each year in grades 9 - 12.

"Special Needs": There are only four students presently at the school who are identified as having special needs.

OTHER PROGRAMS AND SERVICES: Boston Latin Academy is paired with Regis College. This pairing offers students a tutorial program in which students in need of tutoring are teamed with either a Regis College student or another Boston Latin Academy student.

Regis also offers enrichment programs in Art, Music, French and Science. Other services provided include: visiting lecturers, a student council conference day, and a three-week pre-admission review course in English, Math and study techniques.

A newsletter, the BLAREC, is published jointly by Regis and the RESC.

The business paired with Latin Academy is International Business Machines. IBM provides a computer terminal and offers computer mathematics courses. In addition, it has offered job placement, scholarships and a career opportunities program.

The guidance Department offers assistance in the areas of career counseling, course selection, college admissions requirements, personal counseling, and orientation for new students.

There are three (3) full-time guidance counselors at the school. Each counselor is responsible for two grades. All guidance counselors are involved in attendance and other personal problems for which students may need help or assistance. Appointments are made by counselors at a parent, teacher, or student request.

Parents are notified in advance if a student is doing poorly. Notices have to be signed by a parent and returned to the school. This is done every two months.

There are classes offered in the Summer for those students in need of additional help or those students who have failed a subject.

The school has utilized the services of Freedom House, Roxbury Counseling Service and the YMCA

POST GRADUATE INFORMATION: Of 166 students graduated in 1978, 162 went to college and four went into a job. Scholarship assistance was granted to 150 of the graduates.

HEADMASTER'S STATEMENT

Boston Latin Academy offers a strong classical college preparatory program. It is open to boys and girls from all parts of the city who are admitted on the basis of their position on the entrance examination list. Students enter at grade seven or nine.

The school offers many club and athletic programs in which the students are urged to participate. The school is paired with Regis College and I.B.M.

FACILITIES

The main building of the school was constructed in 1910. Although much concern has been expressed about the condition of the facilities, there are no plans for major changes at this time. The library is well-stocked and has a full-time librarian.

The school has a gym, a cafeteria and an auditorium. In addition, the school has five science labs, two art rooms, a typing room, a resource room, and a language lab (listening) room.

TEACHER COMMENTS: *"Students are encouraged by a healthy learning environment to compete with one another." * "Things run fairly smoothly." * "The physical facilities are dirty, crowded." * "Teacher-parent communication is mostly coordinated by the guidance department." * "There is an active alumni association with good contacts for college placement and career advice."*

STUDENT ACTIVITIES

There is a wide range of extra-curricular activities available to students. Club activities include: Math team, Latin, Afro-American, German, French, Chinese-American, Chess, Drama, Athletic, Folk Group, Chorale, Spanish, and Italian.

Varsity sports include: bowling, softball, baseball, volleyball, swimming, soccer, track, basketball, hockey, tennis, badminton, crew and sailing.

Regular art classes, music and glee club are also available.

The school has a Student Government Association.

STUDENT COMMENTS: *"Firm patterns of study and learning have been established." * "We need a new building." * "Although the competition is strong, the students do not fiercely attack each other for points." * "The school spirit is absolutely wonderful." * "We are not allowed enough free time because of homework." * "We do not have enough new subjects that we can choose." * "I have come to love the school for what it stands for."*

PARENT INVOLVEMENT

The REPC (Racial/Ethnic Parent Council) and the Home and School Association are both actively involved in program planning, fund-raising, and other activities at the school.

PARENT COMMENTS: *"My expectations have been filled completely." * "The teachers are excellent." * "More tutors are needed to help those students that need it." * "All my expectations have not been met." * "The school needs to be more opened." * "The academic program is exceptional." * "New facility is needed." * "They give students lots of homework."*

RESEARCHER COMMENT

Boston Latin Academy offers an excellent college preparatory program. Only academic subjects are stressed. There are no vocational programs offered. The school enjoys an excellent reputation as being one of the best schools in the system. This reputation is reflected in the number of graduates that go on to college.

There is some concern about the age and condition of the building, and additional support services are needed, especially in the area of tutoring. Students planning on entering this school should keep in mind the amount of work and preparation attending Boston Latin Academy involves. Classwork is supplemented by homework, and attendance is of the utmost importance.

Note: Assignment to Boston Latin Academy is based on SSAT (Secondary School Admission Test) scores. Application to take the SSAT must be made at the beginning of the school year. Forms may be obtained from middle school principals or exam school headmasters. The tests are held in December of each year for admission to the school the following September. Tests are given to 6th grade students for entry into 7th grade, and to 8th graders for entry at the 9th grade level.

Boston Latin

BOSTON LATIN SCHOOL
78 AVENUE LOUIS PASTEUR
BOSTON, MASSACHUSETTS 02115
Telephone: 566-2250

Michael G. Contompasis, Headmaster
Total Enrollment 1978-79 - 2055
White: 1493; Black: 297;
Other Minority: 265

A "Magnet" District 9 school
Admission based on entrance exam
Grades 7-12



EDUCATIONAL PROGRAM

Boston Latin School, one of Boston's 3 "exam schools", offers a Classical Liberal Arts College Preparatory program for students from grades 7 to 12. While the program includes a range of college prep subjects, there is an emphasis on English and foreign languages. Students receive approximately 2-3 hours of home assignments each day.

MAGNET PROGRAM: The school's "Magnet Theme" is "Classical College Preparatory". A major feature of this theme is an Advance Placement Program for qualified juniors and seniors. This program gives these students an opportunity to take freshman-level college courses in 13 subject areas, allowing them to gain advanced academic standing upon entering college. As another aspect of its intensive academic focus, the school offers an advanced work Honors Program for grades 8-12 in all subject areas.

COURSES: Each student's program includes English, Latin, Math and Physical Education. Sciences taught at the school are Earth Science (grade 8), Biology, Chemistry, and Physics. Foreign language courses are available in French, German, Italian and Spanish. Classical Greek is also taught. Students in grades 7 and 8 take a standard course. Computer Programming is required for all juniors. Electives may be chosen beginning in grade 9. The school offers a number of courses in Music.

"Career Exploration": Career education at Latin School involves helping the student determine his/her goals in life and what area of work she/he is interested in. A Career Day program is held for juniors, with representatives from health, law and business professions providing information to students. A Women's Day career program has also been held at the school.

There is a Mass. Occupational Information System (MOIS) computer terminal available to students.

"Special Needs": There is a member of the school staff responsible for overseeing the provision of services to students with special needs.

OTHER PROGRAMS AND SERVICES: Boston Latin School has received \$48,000 in State Chapter 636 funding for 1978-79. This money has been used to support pairings with other institutions and to develop several programs. Wellesley College, the school's university partner, has developed the Summer Discovery, Tutorial, Modern Dance, Drama, Computer, and Language Lab programs. The school's cultural partners, the Franklin Park & Stoneham Zoos, have developed an Animal Behavior program. There is also a program with the Boston Symphony. The Federal Reserve Bank, as the school's business partner, provides computer training and career education.

With \$55,000 in federal ESAA funds, a guidance and counseling component has been developed for the school.

A number of Flexible Campus opportunities are available to students at Latin School. These include university study, internships (with a business, government, community, social and cultural institutions), independent study, and tutorial programs.

There are 5 guidance counselors at the school. Guidance materials such as college catalogues and financial aid packets are available to students in the Guidance Office and the library.

There is a 3 week orientation program offered in August to students entering the 7th and 9th grades. This program assesses the reading, math and study skills of the incoming students and seeks to build them up. The students also get to meet teachers and become acquainted with the school itself. (Chapter 636 funds are used to support this program.)

Additional services are provided by a number of neighboring institutions (Emmanuel, Simmons and Boston State Colleges) and community agencies (Alianza Hispana, Freedom House and the South Cove Community Health Center).

There is a full service cafeteria at Boston Latin where breakfasts and hot lunches are prepared.

Two nurses are assigned to the school & 1 physician visits the school daily.

POST GRADUATE INFORMATION: In 1978, 242 students graduated from Boston Latin. Of these, 229 went to college (170 received scholarships), 2 entered technical school, 2 entered business training programs and 8 are presently employed.

HEADMASTER'S STATEMENT

Boston Latin School, founded in 1635, is recognized as having one of the most outstanding College Preparatory programs in the country. The school provides any qualified student with the opportunity to develop his/her academic talents to the fullest. Our students are expected to excel in all their endeavors. A student who wishes to further his/her education will be given an excellent foundation at Boston Latin School.

FACILITIES

The Latin School building was constructed in 1922. It has 4 floors, and it can accommodate about 2150 students according to the administrator. Some of the features of the building are 2 Art rooms, a resource room, 7 science labs, a Typing room and a language lab. The building also has a gym, an auditorium and a library (with a full-time librarian). A specific alteration that is to begin this year is the renovation of the heating system. Other changes sought for the school are a renovation of the plumbing and an expansion of program space, particularly for physical education.

TEACHER COMMENTS: *"We offer academically talented students the opportunity to realize their full intellectual potential!" * "The clearest manifestation of the 'college-preparatory' nature of Latin School is the sheer amount of work piled onto students." * "The school offers solid preparation in basics and in the necessities of organizing one's life and time." * "The parents appear to be quite supportive of the goals of the school." * "Like many other schools, the faculty is divided off into larger and smaller cliques." **

*"Within departments there seems to be a willingness to share ideas, information and techniques." * "Some faculty members would like to see more openness on the part of the administration to faculty suggestions." * "The school is orderly, but, in some cases discipline has been clearly selective." * "The population of the school is college bound, and therefore internally motivated and competitive."*

STUDENT ACTIVITIES

The varsity sports available at Latin School are Baseball, Basketball (boys' & girls'), Hockey, Football, Softball, Golf, Volleyball (girls'), Wrestling, Badminton (girls'), Tennis, Soccer, Track (boys' & girls'), Crew, Bowling, Cross-country, Cheerleading, Sailing and Swimming (boys' & girls').

There is an intramural sports program that offers Basketball and Flag Football. A variety of club activities are carried out at the school, and there are programs for students in Art, Music, Drama & Dance. The school has a newspaper which is published 4 times a year. Transportation is provided for after-school activities.

There is a Student Council consisting of 150 members, elected from their home rooms. The Racial/Ethnic Student Council (RESC) operates as a committee of the larger Council. The Headmaster meets with the Council when requested. The Council participates in the annual revision of the school's Handbook.

The discipline system employs different degrees of response to misconduct. These range from demerits, to detention, to in-school suspension, to suspension from school. As of early January, there had been a total of 14 suspensions from the school this year.

STUDENT COMMENTS: *"BLS offers an excellent preparation for college." * "Good liberal arts education." * "Too much homework." * "Some of the work is too hard for the kids, the teachers don't care." * "BLS has the best music program in Boston." * "Good tutoring program for those who need it." * "The school is unable to understand*

*or keep up with the young adult of today." * "Curriculum is very confined." * "Give the students a little more freedom and a better choice of courses." * "There are clubs ranging from chess to drama to weightlifting to frisbee." * "Great school spirit and pride." * "We have a lot of prestige when applying to colleges."*

PARENT INVOLVEMENT

Latin School has a Parent Council (REPC) which meets monthly, and sometimes more often. There is also a Home & School Association which meets each month. The Headmaster attends meetings of both groups as an invited resource person. Representatives of each group attend the other's meetings on a regular basis.

PARENT COMMENTS: *"The entire curriculum is good." * "Very rigid expectations as to behavior." * "The teachers are good and teach properly." * "The availability of faculty is great when parents call or visit." * "Best public school in the country." * "Standards at Latin are higher, which makes the transition into Latin more difficult for the students." * "More extensive tutoring should be available." * "When students feel pressured academically the Guidance Dept. could take a stronger position as far as providing counseling." * "There is not enough flexibility for a child to learn outside of the school setting." * "More programs are needed in career education." * "The school needs to be refurbished." * "The school is very responsive to parents' questions and needs."*

RESEARCHER COMMENT

The atmosphere at Boston Latin School seems to be centered on providing the students with a top-level education, geared to prepare them for an institution of higher learning. Students are aware of what is expected of them as to their social behavior and their educational responsibilities, and they generally seem to abide by these expectations.

The administrator is most often in the building long after the end of the school day. He is available to parents to discuss any problems they may have.

Boston Technical

BOSTON TECHNICAL HIGH SCHOOL
205 TOWNSEND STREET
DORCHESTER, MASSACHUSETTS 02121
Telephone: 445-4381

Henry F. Mulloy, Headmaster
Total Enrollment 1978-79 - 1366
White: 523; Black: 579;
Other Minority: 264

A "Magnet" District 9 school with a
Cooperative Industrial Program
Admission based on entrance examination



EDUCATIONAL PROGRAM

Boston Technical High School offers a College Preparatory Program for grades 9-12. The school's objective is to educate students for professional careers in Math, Science Engineering and Industrial Technology

MAGNET PROGRAM: The "Math, Science and Technology" theme at Boston Tech has been its central focus for many years. Students applying to the school and attaining a sufficiently high score on the SSAT entrance exam are embarking on a college-oriented program that emphasizes scientific subjects and mathematics.

Another "magnet" program at Tech is the Cooperative Industrial Printing Program. This program does not require exam scores for admission. (For more information about this program see the "Cooperative Industrial Programs" section of this book.)

COURSES: Required courses for the Tech program are 4 years of Math, English, Science and Physical Education. Science courses at the school include Biology, Earth Science, Physics and Chemistry. Among the other course offerings are: Drafting, Industrial Arts, foreign languages, Computer Technology, Engineering, and Typing. Advanced work opportunities are available to 10th, 11th and 12th grade students in Math and Science.

Students in the 9th grade may choose 1 elective, and in the 10th grade they may choose 2. At the 11th & 12th grade levels, students have a wider choice. Among the variety of electives are Art, Sociology, Afro History, American Literature, and Psychology. The Guidance Department and Class Deans help students select electives.

"Career Exploration" for the 9th grade students is the standard program used in other schools in the city. This program explores 3 areas: industry, technology and business. It provides students with an overview of different job areas. The school has a Mass. Occupational Information System (MOIS) computer terminal to provide the students with other data about careers.

"Special Needs": This year, there is a full-time Chapter 766 Coordinator (CETL) at the school. The Coordinator evaluates students' needs and designs programs to meet those needs.

OTHER PROGRAMS AND SERVICES: The school has 4 full-time counselors and a volunteer counselor 2 days a week. Each of the full-time counselors is assigned a class of students and remains the counselor for that class for its 4 years at Tech. Beginning this school year, a two-week (pre-school) orientation is provided at the school for new students.

The State Dept. of Education furnished \$48,000 of Chapter 636 funds to support Computer Science and Remedial Reading programs which are provided through their university pairing with Tufts.

Tech's business partner, Boston Edison Company, offers lectures, plant tours and developed a drafting program for students.

The school has a Title I Reading program.

A senior who maintains a high level of performance in his/her courses is permitted to participate in the Flexible Campus Program. They may take college courses or provide tutorial assistance. Tech students have done tutoring at Freedom House and the Trotter School.

Among the community agencies providing service to the school is the Roxbury YMCA which permits Tech Physical Education classes use of its swimming pool.

The school has a cafeteria in which breakfast and a hot lunch is prepared and served daily.

Tech has a full-time nurse on duty.

POST GRADUATE INFORMATION: Among the 340 graduates in 1978, 207 went to college (receiving \$203,815.00 worth of scholarship aid), 23 entered military service, and 99 are presently employed.

HEADMASTER'S STATEMENT

Boston Technical High School is a science and technology-oriented examination school. Its curriculum speaks for itself. Parents should be aware of the high number of students who go to college after having graduated from Boston Technical High School.

The population at Boston Tech is composed of students from all over the city. The school, because of its pairing with Tufts and Boston Edison, offers a well-rounded academic experience.

The school's greatest assets are the students it has attracted in the past and hope to continue to attract in the future.

FACILITIES

The building was constructed in 1927 and has 5 floors and is very spacious. Among its features are 8 science labs, an Art room, 2 resource rooms, and a Typing room. Shop areas are: 5 Woodworking, 4 Machine, 1 Hot Metal and 1 sheet metal. The school has 2 gyms, but since these are located at the center of the building, the administrator has asked that a gymnasium be built at the far end of the school away from the academic areas. The library was formerly the Roxbury Memorial Branch of the Boston Public Library; it is an especially large and well-stocked school library.

TEACHER COMMENTS: *"The school has many good programs for the sincere and intelligent student." * "For a school that is very departmentalized the working relationships are good." * "Most departments offer advanced programs available to any interested student." * "Our Tri-lateral partnership and our Chapter 636 pairing with Tufts University both have had a positive impact on the curriculum." * "Most parental contact revolves around discipline." * "Physical facilities are in need of renovations." * "The faculty, on the whole, is concerned and will do what they can to help each student."*

STUDENT ACTIVITIES

RESEARCHER COMMENT

Students are involved in a variety of sports and clubs at Tech. Sports activities include: Football, Basketball, Crew, Baseball and Volleyball. In addition, there is a Camera Club, Music Club and Newspaper Club. Students publish two newspapers, Collage and, Technically Speaking, 5 times a year.

The Student Council consists of 70 members elected from each homeroom. There is a Racial/Ethnic Student Council (RESC) elected from among the members of the larger Council. The Council meets about once a week.

STUDENT COMMENTS: *"Tech gives you a good background in vocational education as well as the academic subjects." * "Repair it and make it the exam school it is supposed to be." * "Teachers really don't encourage females as much as they encourage males in this school." * "Put more subjects or electives to choose from." * "Teachers should be aware of our goals, feelings and problems."*

The atmosphere at the school is conducive to learning. Classes are small enough so that each student can absorb the materials being taught. This also makes for a better rapport between student and teacher.

The school is old & badly in need of repairs. In particular, the auditorium should be renovated, as it is utilized by both the school and by the community after school hours. Parents are working on a proposal to have new gym facilities built at the far end of the school because the present location of the gym (the center of the school) is disruptive to academic studies.

Administration expressed concern about the loss of a number of Tech's applicants to private and parochial schools. This is seen to be the result of the enrollment deadline for these schools falling before the School Department received the SSAT scores needed to determine and inform the applicants of their admission to Tech.

PARENT INVOLVEMENT

Tech has a Racial/Ethnic Parent Council (REPC) which meets twice a month. Two of the REPC members are also teachers in the school. The Headmaster attends Council meetings. There is also a Home & School Association, which meets on the days parents come to the school after report cards are issued.

PARENT COMMENTS: *"Boston Tech is a good school for my child." * "Science and Math curriculum are strengths at Boston Tech." * "Students shouldn't be suspended because they create offenses in order to get out of school." * "The school needs more discipline procedures." * "I do not think students are receiving the kind of education that they could get at Tech." * "Students are not challenged enough to expand their own ability." * "Funding controls how much the school can do."*

Boston Trade

BOSTON TRADE COMPREHENSIVE HIGH SCHOOL
550 PARKER STREET
ROXBURY, MASSACHUSETTS 02120
Telephone: 445-6200

James J. Doherty, Headmaster
Total Enrollment 1978-79 - 382
White: 102; Black: 256;
Other Minority: 24

A "Magnet" District 9 school



EDUCATIONAL PROGRAM

Boston Trade Comprehensive High School is a Magnet School whose theme is Vocational Education. Enrollment is open to 11th and 12th grade students on a city-wide basis. A student has a choice of three academic programs: Vocational, College Preparatory and Business. Students may elect to spend up to three periods a day in one of the 12 vocational shops. (Note: under the Flexible Campus program, 194 students from other Boston high schools attend classes in Trade shops.)

MAGNET PROGRAM: The philosophy at Trade is that each student can benefit from learning specialized job skills, regardless of whether the student will work in a particular trade or go into some other occupation. The shops are not new but are adequately equipped to afford the student sufficient "hands-on" experience. The faculty is considered superior by experts in the field of vocational education. The vocational skills taught at Trade are Auto Repair, Basic Electronics, Cabinet Making, Carpentry, Drafting, Electricity, Machines, Painting, Plumbing, Printing, Sheet Metal and Welding.

A serious gap in the curriculum at Trade is the lack of "shop-related" instruction. In a complete vocational education program, students take courses in such subjects as math, science, and drafting, which are geared to the requirements of specific trades. Such courses are not available at Boston Trade.

BILINGUAL PROGRAM: There are two Auto Repair shop classes taught in Spanish. Enrollment in the bilingual program at Trade is 33 students.

COURSES: The vocational student at Trade must take 4 years of English, 3 years of Math, 3 years of Social Studies, and 2 years of Science, and are required to spend 3 periods a day in one of the twelve shops. In the Business program, students must also take English, Math, Social Studies, and Science, as well as Bookkeeping, Typing, and Office Practice. The requirements for College Preparatory students are: 3 years of College English, 2 or 3 years of a Foreign Language, 2 years of Science, 3 years of Math and Social Studies. College Preparatory students are urged to spend at least one period a day in one of the shops.

Students may choose electives in the following areas: Health, Drama, Music, Art and Law.

"Career Education": Trade's vocational education program provides students with the trades taught at the school. All the instructors have extensive trade experience in their subject areas. The vocational focus is clearly to prepare a student to earn a living. Students are encouraged to pursue the same trade for 3 years, in order to maximize their employability.

"Special Needs": A full-time Chapter 766 Coordinator is assigned to the school to ensure that appropriate services are provided to the nearly 30% of Trade students identified as having special needs. Many of the students who attend Trade under the Flexible Campus programs are also receiving services under Chapter 766. There are 6 special education classes.

OTHER PROGRAMS AND SERVICES: With Chapter 636 funds from the State Dept. of Education (\$35,685), two programs have been developed in conjunction with Trade's university partner, Suffolk University. These programs are the Basic Skill Learning Centers (Reading & Math) and the Basic Skill Tutorial Program (Reading & Math). As part of its cultural pairing, Trade participates in a Theatre Arts Program with the Theatre Company of Boston.

Using an ESAA mini-grant, the Harvard School of Dental Medicine developed a dental hygiene maintenance pamphlet for Trade.

A Title I reading program is available to students residing in eligible areas.

Through the Flexible Campus program, students from throughout the city may elect to attend Trade on a half-day basis, to take instruction in its shops. Some Trade students presently attend Urban Studies, A.C.C., and the pilot ORC through Flexible Campus.

Because of the school's variety of vocational course offerings, it is very important that students have access to

vocational counseling, as well as to personal adjustment, and academic counseling. Trade now has one Guidance Counselor to provide these services, who is also responsible for job development, placement, and follow-up of graduates.

The school has a full-time nurse as well as a part-time physician. Preventative medicine and dentistry are taught in the Health courses. This course was developed in conjunction with the Harvard and Northeastern Schools of Public Health and the Harvard Dental School.

Hot breakfast and lunch are served at the school.

POST GRADUATE INFORMATION: Of the 72 seniors who graduated in 1978, 7 went to College, 3 went into business training, 11 entered the military, and 48 went into jobs. Seven of the graduates received scholarships. Of the 48 who went to work 16 were employed in the trade for which they were trained.

HEADMASTER'S STATEMENT

The Boston Trade Comprehensive High School is the only secondary school in the Boston system to give a complete vocational education in just about every phase of vocational training, save for food services, cosmetology, and para-medicine. The core of the teaching program at the school is to be found in the twelve shops.

Students matriculating at Boston Trade receive "hands-on" training second to none in the state in the various vocational fields. Due to policy decisions made outside the school building, we do not have the time in the school day and the school year to give our youngsters the training we feel they should have in the "related" areas. This means the mathematics and the science directly related to the particular field.

What is unique about our school is that we have a college program and a business education program complementing our thorough vocational program. Here our students headed for business and college may actually learn the rudiments of a trade.

FACILITIES

Trade was constructed in 1912. The 3 story building has deteriorated and is not well maintained. The halls need painting. The building's basic lay-out presents many problems to programs. The building has an auditorium, a gym and a cafeteria. It also has 1 science lab, 3 resource rooms, 1 typing room, and a library, with a full-time librarian. The building has not been remodeled to accommodate the handicapped.

TEACHER COMMENTS: *"The physical plant is over 50 years old and in need of extensive renovation." * "There aren't many materials compared to other schools." * "Flexible Campus students increase traffic and disciplinary needs." * "Where are the promised support services?" * "Open house meetings attracted very few parents." * "If the school is supported by the School Committee, School Administration & parents it has the potential of achieving the same results seen at the several Regional Vocational schools in the State."*

STUDENT ACTIVITIES

There are Boys' Varsity teams in Football, Hockey, Basketball, Cross-country, Indoor Track & Baseball. The Girls' Varsity teams are: Volleyball, Indoor Track & Basketball. Transportation is provided for athletic activities. There is 1 club, the National Honor Society.

Trade has an elected Student Council of 7 members, along with a Racial/Ethnic Student Council (RESC). The Student Council meets regularly with the Headmaster. It plays an advisory role regarding school policy. In the first 4 months of the school year, Trade has @ 125 student suspensions.

STUDENT COMMENTS: *"If you want to learn the teachers in the shops are good." * "The college course is lousy." * "Shape up the school." * "We don't do a lot of work and no homework." * "Get teachers who would really want to teach hard." * "When is this school going to be made half way decent?"*

PARENT INVOLVEMENT

Trade has a Parent Council (REPC) which meets monthly. The Headmaster is in frequent contact with the council's Parent Coordinator and attends Council meetings when asked.

PARENT COMMENTS: *"They are always talking about a new school, but this does not help the students now." * "More modern machines would help." * "I think they should have much more classroom studies and homework." * "A college course at Trade is a farce." * "The teachers and the Headmaster don't get any help from the higher-ups downtown." * "One son graduated and makes very good money."*

RESEARCHER COMMENT

There are some positive aspects to Trade: the shop teachers are renowned for excellence; there is a network of alumni who provide jobs to current students; the opportunities to learn manual trades are good; and students are allowed to change programs or shops if they wish. However, there are also many negative aspects: the school is in poor condition; there is inadequate parent participation in policy-making areas; the school offers very limited extra-curricular activities; the business program is inadequately equipped (there is one typing room and no other office equipment or machines). Every shop teacher stated that his ability to teach effectively was hampered by the lack of shop-related instruction.

The mainstreaming of 766 students has been done in a manner that impedes teachers efforts to raise overall skill levels. In addition, there is an unfriendly attitude toward female students.

If adding the single word "Comprehensive" to the name of Boston Trade High School was intended to enhance or enrich the reputation of the school, it has failed. Those responsible for changing the name of the school should have provided the means to accomplish that goal: more teachers in the college course, adequate equipment for the business program, and improving building maintenance.

Brighton High

BRIGHTON HIGH SCHOOL
25 WARREN STREET
BRIGHTON, MASSACHUSETTS 02135
Telephone: 782-6386 or 6828

Francis D. Tracy, Headmaster
Total Enrollment 1978-79 - 1187
White: 365; Black: 485;
Other Minority: 337

A District I school with a Magnet
Cooperative Industrial Program



EDUCATIONAL PROGRAM

Brighton High School is a comprehensive district high school. The educational program is designed to offer a wide variety of academic and technical opportunities for boys and girls from various backgrounds. This is accomplished by offering to students four different programs: College Preparatory; Business Preparatory; Consumer and Home-making; and Automotive Vocational.

MAGNET PROGRAM: There is a "magnet" program in Automotive Repair located at Brighton High. Students from any part of Boston may apply for this city-wide Cooperative Industrial Program. (For additional information about this program see the "Cooperative Industrial Programs" section of this book.)

BILINGUAL PROGRAM: Brighton High offers bilingual programs in Chinese and in Spanish. English-as-a-Second-Language (ESL) is a major component of these programs. Other courses in the student's native language include math, science, health, and social studies.

COURSES: Required subjects for students each year are: Physical Education and English. Social Studies and Earth Science must be taken by all 9th grade students. Reading is required in grades 9 and 10.

A few elective subjects are available to students in the ninth grade. A wider selection is available at higher grades. Students make their choices in the Spring, in consultation with a guidance counselor and with parental approval. Languages taught at Brighton High are French and Spanish.

Advanced work opportunities are provided for selected students at the twelfth grade level in the following subject areas: Modern Language, Science, Math, and English.

"Career Exploration": Career Education at Brighton begins in grade 9, with a program that presents information about different careers related to the course subjects the students are studying.

Business careers are examined through a program that has been developed by the Trilateral Council and is implemented by the Business Department. The Flexible Campus Program also provides students with career information.

"Special Needs": There are 112 students at the school with identified special needs. Some of these students are enrolled in the Automotive program. Two full-time coordinators are assigned to the school to evaluate student's needs and design programs to meet them. The school has seven special education classes.

OTHER PROGRAMS AND SERVICES: For the 1978-79 school year, Brighton High has received \$50,000. in Chapter 636 State funding. This money was expended: to prepare students for SAT's and PSAT tests (for college admission); for remedial reading; the Hoffman Reading Lab program; and a library program. Boston University, Brighton's university partner, is involved in these programs.

Brighton High's business partner is Honeywell. Honeywell has helped in the development of Career Days, job placement, and in publishing Castle News, the school newspaper, which is distributed three times per year.

Through the Flexible Campus program, a student may do advanced academic work at Boston State College or at Boston University.

The school utilizes some community agencies in the area. Two that provide services are the Brighton/Allston Mental Health Clinic and the West End House (for swimming and basketball practice).

There are 3 full-time guidance counselors at Brighton. There are also 3 part-time counselors whose combined time at the school is 5 1/2 days a week. They are involved in course selection and career and personal counseling.

A full-time school nurse is at the school and a doctor makes daily calls.

POST GRADUATE INFORMATION: Last year 201 students graduated from Brighton High with 48 going to college, 6 entering business training programs, 7 going into military service, and 85 becoming employed. Of these graduates, 18 received scholarship assistance.

HEADMASTER'S STATEMENT

Innovative classes and specialized programs mean progressive education at Brighton High School. In their freshman year, students follow a basic program of academic subjects with a heavy concentration in Reading Skills. In the sophomore year, specialization begins and students may choose one of the basic programs. In each of these, the core disciplines of English, Mathematics, Science and Social Studies continue, and students have the opportunity to explore their interests through elective subjects.

An active Bilingual Program in Asian and Hispanic cultures is currently in progress.

Special Education with Resource Rooms as well as learning and behavior classes are included in the academic environment.

An expanding Flexible Campus Program provides students with opportunities for growth; varied ethnic and cultural clubs encourage social interaction; and a full sports program is available. At Brighton High School, the focus is on the whole student!

FACILITIES

The building has 4 floors and was constructed in 1930. More space is needed for classrooms, and removing lockers to create this classroom space is the only improvement planned for this year. The school has a newly remodelled gym, and a well-stocked library with a full-time librarian and a part-time aide. There is a cafeteria that serves breakfast and a hot lunch. The school also has 3 science labs, 2 art rooms, 3 resource rooms, 3 typing rooms, and 2 business machine rooms.

TEACHER COMMENTS: *"Enough programs to reach all students." * "The school offers an extremely broad range of athletics and other extra-curricular activities." * "The facilities are rapidly becoming overcrowded." * "On the whole, the administration backs up the teachers." * "The school has ample supplies." * "There is harmony and good will among the various student groups."*

PARENT COMMENTS: *"Students don't get enough homework." * "The program seems alright." * "I feel as if I have no input into the school." * "Not enough stress on academic subjects." * "Parents are not very involved in what goes on." * "The program is fairly good." * "They should keep the kids in school." * "Not enough interest on the part of teachers."*

RESEARCHER COMMENT

The extensive course offerings listed in the curriculum guide were not evident at Brighton High. Some teachers expressed concern that there are few College Prep courses and no advanced science courses. The student body freely roam the halls, but discipline doesn't appear to be a major problem. Building is rather dull and cheerless. There seems to be little rapport between students and faculty.

STUDENT ACTIVITIES

The Student Council consists of 42 elected members. There is a Student Faculty Coordinator who works with the Council. Varsity sports offered at Brighton High are: Football, Soccer, Swimming, Badminton, Bowling, Basketball, Baseball, Hockey, Softball, Track, and Tennis. The clubs available are: Celtic Club, Chess Club, Ethnic Clubs, Math Club and Team, Future Medical Careers, Pep Club, National Honor Society, Gothic Staff and Castle News. Transportation is provided for some activities.

STUDENT COMMENTS: *"Everyone gets along." * "I think that Brighton High is a really good school." * "Because of neglect due to guidance many students are misinformed, have missed many of their deadlines and don't have any idea of financial aid." * "Wide range of courses." * "Juniors and seniors should have appointments with the guidance counselors." * "Some teachers strive to help."*

PARENT INVOLVEMENT

There is a Racial/Ethnic Parent Council (REPC) at Brighton High which meets monthly. Brighton High also has a Home and School Association which runs the school's open-house. The Headmaster has attended meetings of both the REPC and the Home and School Association.

Jeremiah E. Burke

JEREMIAH E. BURKE HIGH SCHOOL
60 WASHINGTON STREET
DORCHESTER, MASSACHUSETTS 02121
Telephone: 427-0240

Douglas Foster, Headmaster
Total Enrollment 1978-79 - 900
White: 123; Black: 708;
Other Minority: 69

A District 5 school



EDUCATIONAL PROGRAM

The Jeremiah E. Burke High School is a comprehensive high school which has as its goal that its students master the essential skills necessary to attain success in course offerings, post-secondary education and in career objectives. The core academic programs at the school are College Preparatory and Business Preparatory. Within the College program, there is an Art Major Specialization available to students. As part of the Business program, a student may specialize in Merchandising, Communication Arts Culinary Arts or specific office skills.

COURSES: The College program seeks to prepare students to continue their education beyond high school. Standard subject requirements are Physical Education, foreign language (French or Spanish), Math, Science, and English. A student in this program may choose to concentrate in Liberal Arts, with emphasis on foreign language, or in technical studies, emphasizing Math and Science.

The Business Education program is designed to prepare students to enter various branches of the business world. A student may choose to concentrate in the following areas: Shorthand, Typing, Accounting, Office Practice, or Marketing Distribution.

Beginning in grade 10, students may choose elective courses. Some of the electives available are Art, Journalism, Drama, Music, Ethnic Studies, Parenting, Career Planning and Computer Programming.

"Career Exploration" is part of the program of 9th grade students. Students also have access to a Mass. Occupational Information System (MOIS) computer terminal, a source of specific facts about different occupations that may be of interest to students.

"Special Needs": The school provides services to 170 students with identified special needs. There are 6 special education classes at the school. The school has a full-time coordinator responsible for services to these students.

OTHER PROGRAMS AND SERVICES: The Burke has two (2) university partners. One is Boston State College, which developed the after-school reading programs for teachers and students, and also helped develop a math curriculum. The other university partner is Mass. College of Art, the developer of the Burke's Communication Arts program.

The Next Move Theatre, the cultural institution paired with the school, provides an Improvisational Theatre program.

Job-hunting techniques, internships, tutors, Career Day, and guest lectures are provided by New England Life, the school's business partner.

The school received \$42,784. of Chapter 636 funds from the State Dept. of Education to support these pairings, as well as to provide 2 additional theater-related programs and an aide for the library.

Flexible Campus offers students a wide range of education, including college and mini-courses, internships, and volunteer experience.

The school has a Title I Reading program and a Reading Lab. It also has a Remedial English and Math program required of all students in the 9th & 10th grades.

With \$5,000 of funding from ESAA, the school has developed other programs including a mural construction project, a World Travel/Geography program and an incentive awards program.

The Burke has 2 full-time guidance counselors, and another for 2 days a week. It has a full-time nurse and a doctor visits daily. A hot breakfast and hot lunch are served at the school.

The Burke utilizes the services of the following community agencies: Dorchester Mental Health; Youth Activities Commission; the Adolescent Unit-Boston City Hospital; Dorchester House; Freedom House; Roxbury Multi-Service Center; Roxbury Boys Club; and Massachusetts Committee on Children and Youth.

POST GRADUATE INFORMATION: From among 153 students who graduated in 1978, 66 went to college, 2 entered technical school, 7 entered business training programs, 14 joined a military service, and 18 are presently employed.

HEADMASTER'S STATEMENT

The Jeremiah E. Burke High School is a co-educational, comprehensive high school dedicated to insuring that its students attain a mastery of the essential competencies. The school is dedicated to a traditional approach to education. To this end:

1) All grade 9 students are required to take math and reading courses. These include 5 periods of each of the following: Algebra or Business Math, Developmental Math, Developmental Reading, English, and Career Exploratory.

2) Our Communication Arts Program (television, printing and photography) features the most modern equipment in the city.

3) Required basic College and Business courses are followed for four years.

4) A Business Exploratory course is offered to all ninth grade students.

FACILITIES

The building was constructed in 1934 and has 4 floors. A television studio and photography room are the school's newest facilities. The building has 2 art rooms, 6 science labs, 6 resource rooms, 3 typing rooms, and 3 business machine rooms. There is a library, with a full-time librarian. The school has an auditorium, a cafeteria and a gym, and plans have been made to have them modernized. A repair request has also been made to fix the roof.

TEACHER COMMENTS: *"Physical facilities are being updated, but are far from sufficient." * "New England Life is generous with time, money, facilities and staff." * "Certain parents are very helpful, but they are few." * "Basically, discipline is haphazard and inconsistent." * "Faculty morale is quite low." * "The visual arts program is excellent."*

STUDENT ACTIVITIES

The school offers varsity sports to boys and girls. Boys' sports include: Football, Soccer, Basketball, Hockey, Track, Swimming, and Baseball. Girl's sports include: Volleyball, Basketball, Track, Bowling, Badminton, and Softball. Gymnastics is offered as an intramural sport.

Club activities are offered to students depending on their grade. They are: Year-book, International Cultures, Backgammon Club, Ethnic Studies, Senior Activities, History Club, Drama, and Junior Achievement. Students have an opportunity to participate in the Theatre Arts Program, Chorus, and Band. Transportation is provided for after-school activities.

The Burke has a Student Council with 2 representatives from each homeroom. There are between 30 and 40 students involved. The Headmaster meets with the Council when requested.

Discipline procedures at the school are based on the School Department's (1970) Code of Discipline. (When asked about the school's suspension process and statistics the administration responded that these were "classified information".)

STUDENT COMMENTS: *"I would not recommend this school." * "Most of the teachers are nice." * "They should get better machines." * "The school don't really got anything to talk about." * "The school is good."*

PARENT INVOLVEMENT

The Parent Council (REPC) meets monthly. The administrator attends its meetings. The school also has a Home and School Association.

PARENT COMMENTS: *"More guidance is needed." * "Programs should be changed to meet the needs of the student, not the staff." * "Too much advanced Bookkeeping! General Math courses would be more*

*suitable." * "My son is not college-bound, he needs more Math for Carpentry, etc."*

RESEARCHER COMMENT

On arriving at the J. E. Burke High School, one is impressed at the size and beauty of the building, both inside and out. The lobby has many art objects which have been contributed by alumni.

At present the building does not have a full staff of custodians and it is not being maintained properly.

The students encountered in the corridors were courteous and orderly.

In the auditorium, the student theatre group (with the Next Move cultural pairing) was rehearsing. This highly diverse group of students was full of excitement in what they were sharing. Perhaps the common interest shown in extra-curricular activities may be the method to draw more students to the school and encourage those attending to remain and complete their high school education.

Charlestown High

CHARLESTOWN HIGH SCHOOL
50 MEDFORD STREET
CHARLESTOWN, MASSACHUSETTS 02129
Telephone: 242-1450

Robert F. Murphy, Headmaster
Total Enrollment 1978-79 - 422
White: 208; Black: 159;
Other Minority: 55

A District 7 school with a Magnet
Cooperative Industrial Program



EDUCATIONAL PROGRAM

Charlestown High is a comprehensive four-year district high school serving many diverse areas including, in addition to Charlestown itself, Roxbury, the South End and the Back Bay. The educational program includes General Education, College Preparatory, Business Education, Distributive Education, and the Cooperative Electrical Program.

MAGNET PROGRAM: The "magnet" Cooperative Electrical Program housed at Charlestown High School, combines vocational education with supervised work experience. This program is open to students from any area of Boston. (For additional information about this program see the "Cooperative Industrial Programs" section of this book.)

COURSES: The courses that comprise the General Education program are college preparatory Math, Science, Social Science and English, along with electives in business-related subjects. This program accommodates students who have not yet defined their career goals. Courses offered in the College Preparatory program are English, Mathematics (Algebra I, Plane Geometry, Algebra II, & Trigonometry), Science (Earth Science, Biology, Chemistry), Social Studies (World History, U.S. History, Ancient History, and History of the 20th Century), and foreign languages (French & Spanish). The Business Education program includes English, Business Math, Social Studies, Earth Science and Basic Science, in addition to General Business, Economics, Typing, Shorthand, Bookkeeping, Office Practice, and Business Law.

The Distributive Education program is open to seniors who intend to work in Marketing or Sales. Students attend classes for the first four periods and then are released for work assignments for the remainder of the day. However, there has been some difficulty in developing enough work sites.

Reading is offered as an elective at all grade levels, as are Home Economics & Art. Journalism is an elective open to 11th and 12th grade students.

"Career Exploration": There is a Career Exploratory program for 9th grade students, although part of this program has not been implemented as yet since the industrial arts shops have not been fully equipped. Charlestown High students have access to the Career Development Center, a career education program run by the Kennedy Center, a local agency. This program provides career counseling, career exploration activities, and guest lecturers from a variety of business and community organizations.

"Special Needs": There are 3 special education classes at Charlestown High. The school has a full-time coordinator (CETL) for special needs (Chapter 766) programs.

OTHER PROGRAMS AND SERVICES: For the school year 1978-79, Charlestown High received \$85,000 in Chapter 636 State funding. Three programs have been developed in conjunction with the school's university partner, Bunker Hill Community College, utilizing these funds. These are The Film Program, The Matinee Program, & the Learning Center. The Learning Center is staffed on a full-time basis and offers assistance to students who require work on developing basic skills or who wish to supplement their regular course work. Books, slides, films, tapes, and video-tapes are used in this program.

The following activities have been developed and implemented with the assistance of Liberty Mutual Insurance Company, Charlestown High's business partner: CHIP (Charlestown High In Print), the school newspaper; a Photography course; a Commercial Art course; the yearbook; and a Job Interviewing Techniques course.

The school has a Title I Reading program.

Through the Flexible Campus program, a student may take college courses; attend Occupational Resource Center (ORC), Another Course to College (ACC), or Educational Collaborative (EDCO) programs; or participate in an internship program.

Among agencies which provide services to the school are The Kennedy Center and

the Bunker Hill Health Center.

Guidance services at Charlestown High are provided by one full-time and one half-time guidance counselors. In addition to counseling, the Guidance Department is also responsible for placing Distributive Education students in jobs. Guidance materials are available in the library as well as in the Guidance Office.

A nurse is on duty full-time and a doctor makes daily visits to the school. The Bunker Hill Health Center is available to provide emergency services.

Hot lunches are served at the school.

POST GRADUATE INFORMATION: In 1978, 83 students graduated from Charlestown High. Of these 29 went to college, 2 entered technical school, 8 entered business training programs and 40 (estimate) obtained employment. Among those pursuing further study, 26 received scholarships.

HEADMASTER'S STATEMENT

Charlestown High School is a comprehensive high school in a new building catering to a new population and striving for a new identity. In many ways we are a traditional school adjusting to new surroundings and willing to experiment with new programs. Our course offerings are standard with excellent physical education facilities and varied flexible campus options.

FACILITIES

The new Charlestown High School opened in the fall of 1978. The five story building contains large classrooms, an auditorium, a cafeteria, a library (with a full-time librarian), 2 science laboratories, an Art room, 2 resource rooms, 2 Typing rooms, 2 business machine rooms, 3 Electrical shops and a Woodworking shop. The Physical Education complex across the street houses a swimming pool and a gym. The building is divided into 3 "houses", each with its own housemaster and group of teachers. Every student is assigned to one of these houses and spends most of their school day in that house area.

TEACHER COMMENTS: *"The new Charlestown High School is a beautiful building, however, it should be more fully utilized." * "A nice building does not a decent education make." * "Faculty morale is low." * "We only see parents when their sons and daughters are in trouble." * "More parents should become involved." * "Innovative programs are being planned."*

STUDENT ACTIVITIES

The Student Council at Charlestown consists of 25 elected members. There is also a Racial/Ethnic Student Council (RESC) elected from among these members. Varsity sports offered are: Basketball, Baseball, Track, Swimming, Football, Softball, Hockey and Crew. There are also intramural sports available: Volleyball, Gym Hockey, Flag Football, Basketball and Soccer. The clubs and organizations at the school are CHIP (the school newspaper) the National Honor Society and Ironsides (the yearbook). Transportation is provided for some after-school activities.

Discipline procedures at Charlestown High are based on the 1970 School Dept. "Code of Discipline". Student infractions are reported to the Assistant Headmaster, who handles most of the disciplinary matters. As of early January, 120 students have been suspended this school year.

STUDENT COMMENTS: *"The Electrical Program helps you learn a trade when you graduate." * "Not enough students." * "You learn a lot." * "Good teachers." * "Get more students to learn electricity." * "We have good facilities but not enough students."*

PARENT INVOLVEMENT

There is a Parent Council which meets once a month. The Headmaster is in frequent contact with it. There is also a Home & School Association, but it is not active.

PARENT COMMENTS: *"If more parents were involved it would help the kids." * "I don't think they are giving the children enough work." * "There is a shortage of college-bound courses." * "Gorgeous facilities." * "It hurts to have my children where I am afraid to go." * "Need more black teachers." * "They should try to work with the kids before suspension." * "Parents, teachers, students and administration plan to study alternatives to the high suspension rates." * "I would like to see more vocational education." * "The school is starting to respond to building a relationship with parents."*

RESEARCHER COMMENT

The new, spacious Charlestown High School can comfortably accommodate 800 students, yet the current enrollment is 422. Proposed innovative magnet programs were cancelled this year because of the low enrollment.

Black parent participation in the REPC should be sought in a more determined fashion.

Copley Square High

COPLEY SQUARE HIGH SCHOOL
150 NEWBURY STREET
BOSTON, MASSACHUSETTS 02116
Telephone: 267-9805

Theresa Hamrock, Headmaster
Total Enrollment 1978-79 - 525
White: 223; Black: 226;
Other Minority: 66

A "Magnet" District 9 school



EDUCATIONAL PROGRAM

Copley Square High School offers a comprehensive four-year high school program. For the most part, the program is "ungraded", allowing individual students to take courses according to their levels of ability and interest rather than grade-level.

MAGNET THEME: Magnet themes at the school are Communication Arts and the Extern Program. There is a strong emphasis on Communication Arts; Theater Arts; Speech and Oral Interpretation; Mass Communication (TV, Radio, Journalism); and Graphic Arts. Students at all grade levels can participate in this program.

The Extern Program is designed to make maximum use of resources outside of the school building. Direct experiences with the cultural, business and governmental institutions are provided to the students, rather than classroom simulations of these experiences. Among the settings available under this program are: the Shawmut Bank Tri-lateral Program; the YWCA Vocational/Technical Exploratory Program; the YMCA Ponkapoag Physical Education Center; the Massachusetts Horticultural Program; and individual placements at Government, Business, Technical and University sites.

BILINGUAL PROGRAM: There is a small bilingual program at Copley. The courses given are for students whose native language is Spanish. These courses are: English-as-a-Second-Language (basic and advanced), Spanish (basic & intermediate) and Math.

COURSES: Copley Square students are expected to master traditional high school skills. Various teaching approaches are used to help students develop competence in: Art, English, foreign language, Mathematics, Physical Education, Science and Social Studies. Reading instruction is given to students in the Reading Lab on a level appropriate to individual needs. The Math Program encompasses courses from Algebra to Trigonometry; from Consumer Math to Computer Programming. There is a Math Lab which provides individualized math programs for students.

The success of the Extern Program depends upon strong interaction between required academic subjects and the "Extern" field experiences. This interaction is closely supervised by the staff.

"Career Exploration": Career Education for the students is provided through the Extern Program. The Occupational Resource Center and Trade School provide instruction in Health Services and in the trades. Business education is provided through an in-house program and several placements outside the building. The Vocational Exploratory Program at the YWCA teaches students about Upholstery, Carpentry, Automobile Repairs and Home Construction.

The Extern Program is generally not a work-study program; it emphasizes experiences rather than job placements. However, in the senior year, with the Headmaster's approval, a student may be employed at an extern site.

"Special Needs": There are 10 classes given for the 63 students at Copley with identified special needs. These students can take a College or a Business Course, or a combination of both. There is a special needs coordinator (CETL) at Copley 2 days a week.

OTHER PROGRAMS AND SERVICES: Copley High School programs are supported in part by \$126,750.00 of Chapter 636 funding.

The school is paired with Emerson College and Suffolk University. Through this collaboration Emerson College has provided a Communication Arts Program, with components in Theatre Arts, Media, Speech, the Humanities, Reading and Career Education relating to the field of communication. The partnership with Suffolk University has resulted in the Math Lab, providing supplementary Math instruction to students on levels appropriate to individual needs. A cultural collaboration has been developed with the Massachusetts Horticultural Society, which provides an inter-disciplinary course in Biology and Geography, and a "Light Garden".

The Shawmut Bank of Boston is the business partner of Copley. Shawmut has provided program and space support. In addition, Shawmut has supported other programs such as: Job Hunting Workshop; Bilingual Career Day; Art Exhibit; Extern placements at the Bank; Sports Award Night; and a Career Seminar on Banking.

There is a Title I program in Language Arts and Reading, and another reading program has been funded through an ESAA "mini-grant"

Among community agencies providing service to Copley are: YWCA: YMCA: Lyric Stage-Theatre; The Copley Society (Fine Arts); The Boston Public Library; Trinity Church; Old South Church; the Next Move Theatre; & WBZ-FM: WILD: & WUMB (communications).

The Guidance Department provides assistance in Career Counseling, Course selections, orientation for new students, personal counseling and job placement.

The school has a full-time nurse and a doctor visits the school daily. The school also makes referrals for students to agencies providing additional services.

When report cards come out, an open house is arranged for the parents so they can consult with teachers. If these arrangements aren't convenient for the parents, special conferences can be set up.

POST GRADUATE INFORMATION: Copley graduated 117 students in 1978. Of these 78 went to college, 2 went to technical schools, 14 went into military service, and 23 went into employment. At least 24 graduates received scholarships for further study.

HEADMASTER'S STATEMENT

"Copley Square High School offers a comprehensive high school program with major themes in Communication Arts and in its Extern Program. The Communication Arts program is supported by a collaborative with Emerson College, which specializes in media, communications, and theatre arts.

The Extern Program provides for field experiences developed out of classroom course work. Students explore a wide range of cultural, business and government experiences. They may also attend Vocational/Technical studies or enroll in college courses in local universities.

The school occupies a landmark architectural building adjacent to the Old South Church. The facility is limited in size. External campus sites provide for auditorium, gymnasium, library, voc/tech shops, special science laboratories, and theatre workshop.

FACILITIES

Copley High School can accommodate 350 students at a time but, due to its central city location, it can accommodate the 550 student enrollment by making use of neighboring resources. The building was constructed in 1860. It has 2 science labs, 2 art rooms, 1 resource room, and 2 typing rooms. The cafeteria serves breakfast and lunch.

TEACHER COMMENTS: *"Teachers and administrators know and work with students individually." * "Students are encouraged to take full responsibility for their actions." * "The rules are applied consistently and evenly." * "It is easy for us to take advantage of any programs that are offered by nearby colleges and businesses!" * "Additional space outside the building would be most helpful." * "The faculty is very supportive." * "There are many groups of parents playing useful roles in the school."*

STUDENT ACTIVITIES

At Copley, the following sports are available to students: Soccer, Volleyball, Hockey, Basketball, Bowling, Baseball, Softball, Tennis, and Track. Various activities which are ordinarily considered "extra-curricular" are instead incorporated into the regular curriculum. At Copley for example, Theatre, Forensic Arts, Photography and Journalism. There is a school newspaper published 4 times a year. Transportation is provided for after-school activities.

The Student Council at Copley has 28 members, elected from their homerooms. The Headmaster attends its meetings upon request and sometimes asks that items be put on the agenda. There is also a Racial-Ethnic Student Council elected from among

the members of the full council.

The discipline procedures employed at Copley are a detention (for offenses such as tardiness or truancy); administration conferences with students or parents (for different degrees of disruptive behavior); consultations with staff, administration, parents and outside agencies (for very serious cases). As of the beginning of 1978 there had been only one suspension at Copley.

STUDENT COMMENTS: *"The students have a strong influence in designing their own curricula." * "Too much student freedom." * "The Guidance Counselor really cares about you." * "I suggest getting one guidance counselor for each grade." * "The Extern Program is excellent." * "Not enough school spirit." * "The teachers and the students get along well."*

PARENT INVOLVEMENT

There is a Parent Council (REPC) which meets once a month. The Headmaster attends all meetings when invited.

PARENT COMMENTS: *"Teachers care about the students and are very interested in the student's progress." * "I was notified immediately when my daughter was missing school." * "I liked the thought of my son attending a small school because it offered more than anonymity." * "I think the building could be improved." * "Great variety of programs to suit every child." * "I do not feel that the college atmosphere at this school is for all students." * "I like the Math program." * "All kinds of notices are sent home asking for parent participation."*

RESEARCHER COMMENT

Copley Square High School's unique downtown campus is ideal. Upon visiting the school, the wealth of academic, cultural and vocational opportunities it had to offer was impressive. The atmosphere at the school was quiet and very conducive to learning. The condition of the building itself is an embarrassment to a school of such high accreditation.

Dorchester High

DORCHESTER HIGH SCHOOL
9 PEACEVALE ROAD
DORCHESTER, MASSACHUSETTS 02124
Telephone: 436-2065

Edward C. Lambert, Headmaster
Total Enrollment 1978-79 - 959
White: 187; Black: 716;
Other Minority: 56

A District 5 school with a Magnet
Cooperative Industrial Program



EDUCATIONAL PROGRAM

Dorchester High is a comprehensive high school with numerous course offerings in both the College and Business Preparatory programs. The emphasis is on the "basics", Reading, Writing, and Computing. (An example of this emphasis is that all 9th grade students take 8 periods of English per week, and 10th graders take 7 periods, regardless of their individual programs.)

MAGNET PROGRAM: Dorchester High offers three (3) Cooperative Industrial Programs: Architectural Woodworking, Furniture Finishing, and Upholstery. (For more information about these programs, see the "Cooperative Industrial Programs" section of this book.)

COURSES: Course offerings at Dorchester are comprehensive and programs for both Business and College-bound students offer a range of course options. The core subject areas in the curriculum are English, Social Studies, Math, Science, and Physical Education. Science courses available include Chemistry, Biology, and Physics. The foreign languages taught are French and Spanish.

Other course offerings include: Home Economics, Psychology, Computer Programming, Trigonometry, Algebra, Geometry, Graphic Arts, Music Theory, Photography, Ceramics, Ethnic Studies, First Aid, Reading, Art, Clothing, Foods, and Piano. Among the business-related course offerings are General Business, Business Math, Bookkeeping, Typing, Record Keeping, Office Practice, Merchandising, and Business Law. Elective courses are open to students at the 10th grade level.

"Career Exploration": There is a Career Exploratory program for 9th grade students. The school has a M.O.I.S. (Mass. Occupational Information System) computer terminal, which serves as a source of specific information about careers. The Home Economics, Business and shop programs also provide information to students about related careers.

"Special Needs": Dorchester High has about 100 students who have been identified as having special needs. To meet the requirements of some of these students, there are 8 classrooms for "substantially separate" students and there are 4 resource rooms.

There is a special program for substantially separate students at the school. This program prepares the students for jobs in restaurants, offices, and merchandising. The school has a full-time coordinator for special needs students.

OTHER PROGRAMS AND SERVICES: The school's university pairing is with Boston State College which has developed a Dorchester High Building Plan and a new mathematics curriculum, and which supervises Reading programs.

New England Telephone Company is the business paired with Dorchester High. This pairing has resulted in Career Days, a Conference Leadership course for faculty & students, Career Awareness Seminars, Young Audience performances, visits to N. E. Telephone facilities, editorial assistance for the school newspaper, and guest speakers.

The State Dept. of Education provided Chapter 636 funds to develop a new Algebra-Geometry curriculum this year.

The Flexible Campus program includes placements at the Occupational Resource Center (ORC), Another Course to College (ACC), U.Mass-Boston, Educational Collaborative (EDCO) programs, Boston State College, Museum School, and Project Close-up.

The school has 2 full-time guidance counselors, and another who is there 3 days a week.

Title I programs in Reading & Writing are available and remedial programs are provided through the Reading Laboratory & Reading Clinic.

Dorchester High has a full-time nurse and a doctor visits daily. Breakfast and lunch are available to students.

Some community agencies providing services to the school are Dorchester Mental Health Center, Neponset Health Center, Youth Activities Commission and Project Y.E.S. (a student employment program).

POST GRADUATE INFORMATION: In 1978, 187 students graduated Dorchester High. Of these, 54 went to college (25 received scholarships), 1 entered technical school 10 went into business training, 11 entered military service and 66 are presently employed.

HEADMASTER'S STATEMENT

Dorchester High School is housed in a large old fashioned, red brick building whose appearance mirrors its function, traditional education. It is located in a residential area away from the distractions of traffic and industry and is surrounded by open, grassy fields and a large playground.

Dorchester High School began a "return to basics" in 1973 before that movement became a fetish, so that its curriculum leans heavily toward language arts, reading, writing, and computing and sacrifice many of the exotic and enticing electives found elsewhere. Nevertheless, this school offers a wide range of choices in three major fields: a complete college preparatory course, a business education course, and a cooperative industrial course.

FACILITIES

Dorchester High was constructed in 1925. Among the features contained in this 3 story building are 4 science labs, 2 Art rooms, a language lab, 3 Typing rooms, & 2 business machine rooms. There are 5 shop rooms: 3 Woodworking, 1 Upholstery, and 1 Wood Finishing. The school has a library, with a full-time librarian. There are also 2 gymnasiums, a cafeteria, and a large assembly hall. Planned improvements are directed at new windows, the public address system and the heating system.

TEACHER COMMENTS: *"The building needs interior remodeling and better maintenance." * "Some rooms need adequate windows & shades. We need 24 hour electricity to run the aquarium." * "Individual teachers are told they must take care of most discipline problems themselves." **

*"The staff & materials we have in the science program are excellent." * "The Faculty Senate has recommended that Dorchester High School establish a theme of 'Community Service'." * "This school offers a generally quiet, safe environment and a qualified, willing faculty."*

STUDENT ACTIVITIES

There is a Student Council at Dorchester High. It is elected by the students and has 72 members. A Racial/Ethnic Student Council (RESC) is elected from among this group. A school newspaper is published monthly.

Discipline procedures at the school involve teachers, heads of departments & the Assistant Headmaster. As of early January, there had been 20 suspensions of students during this school year.

The school has a Pep Club, a Ski Club, and a Chess Club.

Varsity sports at Dorchester High are: Basketball (both boys' & girls'), Soccer, Football, Hockey, Baseball, Softball, Badminton, Volleyball, Tennis, and Track (for boys' & girls'). Intramural sports offered are Basketball and Bowling.

Transportation is provided for after-school activities.

STUDENT COMMENTS: *"The school has an excellent Math Dept. & a pretty good lunch." * "Sports is the biggest strength of this school." * "If you really want to learn things of importance, don't go to my school. I don't blame all the fault on the school alone, it is also the whole Boston School System's fault." * "We have good sportsmanship." * "One of the weaknesses of the school is that white students don't participate enough in the school. Maybe it's because the school is majority black and they feel uncomfortable." * "The students should be taught more advanced work than what they are being taught." * "There are a lot of nice people at Dorchester High School."*

PARENT INVOLVEMENT

Dorchester High has a Parent Council (REPC) which meets monthly & is in regular communication with the Headmaster. He occasionally attends meetings, but usually is in contact with members by phone. An open house for parents is held each time report cards are issued.

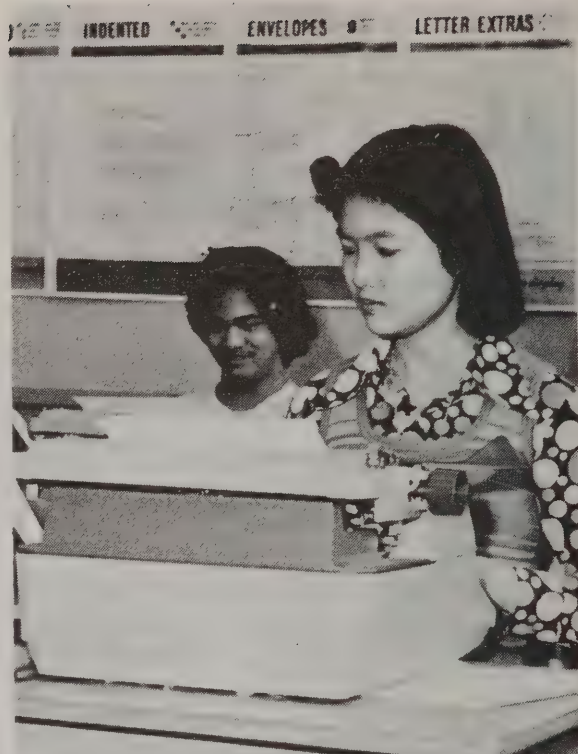
PARENT COMMENTS: *"I found the teachers very dedicated." * "The school has a good reputation in the neighborhood." * "The teachers are always trying to improve the curriculum." * "The class size should, in most cases, be smaller." * "The school has a very good reading program." * "The school needs better office equipment, films & special events for the students." * "Parents are invited to come & see the teachers and discuss problems."*

RESEARCHER COMMENT

Dorchester High is a well-managed school with good programs. This is reflected in its very low suspension rate. The school seemed to generate an atmosphere of excitement. The Headmaster has a long history with this school, which shows in his real understanding of his students. The faculty also seemed very interested in and supportive of their students.



↑ Copley Square High



↵ Jeremiah E. Burke High ↵

Roxbury High ↑





↑ COPLEYS SQUARE HIGH



COPLEYS SQUARE HIGH ↑



ROXBURY HIGH ↑

ENGLISH HIGH ↓



East Boston High

EAST BOSTON HIGH SCHOOL
86 WHITE STREET
EAST BOSTON, MASSACHUSETTS 02128
Telephone: 567-2140

Carmen J. Scarpa, Headmaster
Total Enrollment 1978-79 - 1086
White: 899; Black: 157;
Other Minority: 30

A District 8 school with a Magnet
Cooperative Industrial Program and a
Magnet Business Education Program



EDUCATIONAL PROGRAM

East Boston High is a four-year comprehensive high school serving the East Boston community. The philosophy at East Boston High is to seek to provide a foundation for each student's continuous growth and enrichment by developing the student's knowledge, skills and the emotional and moral strengths. Four major programs are offered: College Preparatory, Business Education, Business Magnet, and Magnet Machine Shop.

MAGNET PROGRAMS: Magnet offerings include specialized business training not available at other high schools in the school system, and a Cooperative Machine Shop program. These programs are open to students from all areas of Boston. (For additional information, consult the "Cooperative Industrial Programs" section of this book.)

BILINGUAL PROGRAM: There are 101 students enrolled in the Italian Bilingual Program at the school. These students are taking College Preparatory courses.

COURSES: The College Prep course is designed for students who plan to continue their education beyond high school. Students in this program are expected to spend 2-3 hours in home study each night. Required courses include Physical Education, English, foreign language, History, Science and Math. Science courses at East Boston are Biology and Chemistry. Languages taught are French, Italian and Spanish. The Business Education course is designed to accommodate the student who either hopes to obtain immediate employment upon graduation in the clerical area or plans to attend business school. A student who plans to pursue additional business training is counseled to enroll in the College Business program. Those enrolled in this program take College Prep academic courses along with a series of business subjects. Required courses are Physical Education, English, Science, Math, Social Studies, Bookkeeping, Typing, Shorthand, and Office Practice. In the spring, students choose their electives for the following school year. Electives are offered as semester courses; these include Art, Print Making, Mechanical Drawing, Journalism, Child Care, Oceanography, Computer Math, Music, History of Boston, Consumer Education, Women in Literature, Navigation, Reprographics, and College Board Preparation.

Advanced work is offered to 12th grade students in the Business and College programs.

"Career Exploration": The Career Exploratory program is mandatory for all 9th grade students and includes instruction in business, home economics and industrial arts. A Mass. Occupational Information System (MOIS) computer terminal is available through the Guidance Office for use by students seeking specific career information.

"Special Needs": There are 124 students at East Boston High with identified special needs. Nearly all of these students are in the Business Prep program. The school has a full-time coordinator responsible for special needs services. There are 7 special education classes.

OTHER PROGRAMS AND SERVICES: This year East Boston High received \$52,776 from the State Dept. of Education through Chapter 636. This grant provided for the continued operation of the school's Reading Center. The school has a university pairing with Salem State College which helped develop the Magnet Business program, and it has a business pairing with the Mass. Port Authority, which established Work-Study and Internship programs. Over 200 students participate in Flexible Campus activities. Opportunities available include: Work-Study, A.C.C., Massport Internship, O.R.C., Volunteer Tutoring, Metro-Pathways, Cultural Heritage, Global Classroom, Philips-Andover Academy, Thompson's Island, and Independent Study.

East Boston High School received \$130,000 in federal funds from ESAA. Most of this was used to expand the Business Magnet Program. An Instructional Support Team helped develop the 9th grade clusters at East Boston High through this same funding.

The school utilizes the services of several community agencies, including YAC (Youth Activities), Social Square Center, Meridian House and the Area Planning Action Council (APAC).

There are three full-time guidance counselors at the school, and another who is there 2 days a week. The counselors orient students to the use of the MOIS, assist students in the selection of

courses, orient new students to the school, provide personal counseling, and assist the Business students in securing employment.

The school's Health Suite is staffed by a full-time nurse.

Hot and cold lunches are served in the school cafeteria.

POST GRADUATE INFORMATION: In 1978, 250 students graduated from East Boston High: 64 went to college (52 received scholarships for further study), 21 entered technical schools, 21 entered business training programs, 4 went into military service and 101 are presently employed.

HEADMASTER'S STATEMENT

I believe "Eastie" to be one of the finest high schools in this or any other city. We are proud of our students and their parents, our faculty (both academic and athletic), and our community.

We are proud of the quality of education our school provides:

- (a) Comprehensive program for district students*
- (b) Business Magnet for city-wide students*
- (c) Cooperative program for city-wide students*
- (d) Italian Bilingual for city-wide students*

We are dedicated to the pursuit of excellence. Our pursuit of excellence will allow us to graduate students who are strong intellectually, morally, and physically. To that end, the pursuit of excellence is emphasized in the classroom, on the athletic field, and in the social integration of our students as part of the many extra-curricular activities our school offers.

If you desire to learn and grow, we welcome you to East Boston High School where you will have every opportunity to do so.

FACILITIES

East Boston High was constructed in 1924. The structure has 3 floors and a lower level. Among the building's features are 5 science labs, 1 Art room, 6 resource rooms, 5 typing rooms, and 3 business machine rooms. The shop facilities of the school include: 1 Welding, 2 Woodworking, 1 Power Technology, and 2 Machine shops. There is an auditorium, a gymnasium and a library (with a full-time librarian). This year's improvements were new lavatory facilities, a new heating system and new plumbing. Other desired changes are the enlargement of the cafeteria and improvement of the gym facilities.

TEACHER COMMENTS: *"The Business Magnet Program offers many courses of study not offered in other Boston high schools." * "Physical facilities are inadequate." * "Students are put into classes which they have no desire to be in." * "I have been able to use and acquire materials here that have not been available in other schools." * "The administration encourages and stresses parent-teacher communication!" * "The school offers a general atmosphere geared toward educating."*

STUDENT ACTIVITIES

Varsity sports at East Boston are: Football, Track (Boys' & Girls'), Hockey, Basketball (Boys' & Girls'), Swimming (Boys' & Girls'), Baseball, Tennis, Girls' Softball, Bowling, Badminton, and Volleyball. Clubs available include: Key Club, Roots, Italian Club, Chess Club, Varsity Club, and the Pep Club. Transportation is provided for after-school activities.

The disciplinary procedures in effect at the school were designed by a committee of teachers, students, and parents, and they are reviewed annually. As of mid-January, 4 students have been suspended from school during this school year.

The Student Council is comprised of 45 students. Membership is open to all interested students. There is also a Racial/Ethnic Student Council (RESC).

STUDENT COMMENTS: *"The school is very good, full of discipline." * "I would change this school by slowing down the homework." * "Teachers here are very firm!" * "You learn a lot." * "I used to hate school, maybe because of the schools I went to. Coming to East Boston, I look forward to going." * "I think that it is not fair to the students who live out of East Boston to not allow them to take the college course." * "The teachers are nice!" * "The students in our school have a lot of pride."*

PARENT INVOLVEMENT

The school's Parent Council (REPC) meets monthly. Through the Parent Coordinator, the Council maintains communication with the Headmaster. The school also has a Home & School Association, but it is not active at this time.

PARENT COMMENTS: *"I feel my child is getting a good education at East Boston High." * "Parents are not involved enough!" * "Teachers seem interested in the children." * "If my child is absent or doing poorly in the school they will call me." * "I would like to see more black students recruited." * "The school is and has been very responsive to me." * "The Business program is very strong." * "My role as a parent is to help see that my child receives a good education and that my child's school has adequate facilities."*

RESEARCHER COMMENT

The Headmaster is congenial and willing to cooperate with parents. The parents' overall view of the school is good but they feel additional parental involvement is needed. The faculty, students, and Headmaster seem to respect one another and to maintain effective communication.

English High

ENGLISH HIGH SCHOOL
77 AVENUE LOUIS PASTEUR
BOSTON, MASSACHUSETTS 02115
Telephone: 738-6300

William Lawrence, Headmaster
Total Enrollment 1978-79 - 2209
White: 865; Black: 1046
Other Minority: 298

A "Magnet" District 9 school



EDUCATIONAL PROGRAM

The English High School educational program is based upon a College Curriculum and a Business Curriculum. In addition, the school has a Careers Curriculum, which is linked with the Flexible Campus Program.

MAGNET PROGRAM: English High School, as its "magnet" feature, offers an array of teaching and learning "M.O.D.E.L.'s" (Methods Of Developing Effective Learning). Major programs available to students are Theatre Arts (acting, dancing, stage technology); Visual Arts (photography, ceramics, painting & drawing, crafts); and "M.O.D.E.L." Curriculum (curriculum and course of study determined by individual students).

BILINGUAL PROGRAM: Currently there are 200 students (118 Hispanic & 82 Haitian) enrolled in bilingual programs conducted in Spanish and French. Curriculum offerings for these students are the same as available to other students: College, Business, and Careers.

COURSES: English has many specialized courses developed to support its major programs. Courses making up part of the Theatre Arts Program have been Acting, Directing, Voice, Dance and Stage Design. As part of the Visual Arts Program, Art History, Print-making, Sculpture, Television and Film-making have been offered. In addition, there is a diversity of other elective courses ranging from Photo Journalism to Oceanography.

Courses have been provided to bilingual students in both core-subject areas and electives.

"Career Exploration": There is a 9th grade Career Exploratory program. The students rotate every 4 weeks into courses in Business, Theatre Arts, Visual Arts and Industrial Arts. Vocational training programs at English include Business Careers, Food Service (in conjunction with John Hancock), Flexible Campus (work/study placements), and Industrial Arts (Graphic Arts, Woodworking, Power Technology).

"Special Needs": There are 228 students at English who have been determined to have special needs. Special needs programs at the school include the use of regular resource rooms, bilingual resource rooms and physically-handicapped resource rooms. Special services personnel include a part-time Vision resource teacher, & 2 Core Evaluation Team Leaders (CETL).

OTHER PROGRAMS AND SERVICES: State Dept. of Education Chapter 636 funding in the amount of \$199,000 has been allocated to English for the 78-79 school year. The following programs have been developed using this money: a Theatre Arts Program, Teacher's Center, an Art Program, and a Bilingual Newspaper.

English High School collaborates with U.Mass, Brandeis University, and Mass. College of Art. Each of these pairings is designed to support and enhance the "M.O.D.E.L." Magnet Theme of English High.

The business pairing with John Hancock has resulted in the Executive Intern Program, the Work Exploration Program and the Restaurant Management Program.

There are remedial services funded through Title I and Chapter 636.

The Flexible Campus Program at English allows students to leave their regular programs for a period of time to participate in opportunities such as: internships at John Hancock; volunteer work at Day Care Centers & Elderly Centers; college-level courses at U.Mass, Northeastern or Boston State College; the EDCO "Space", "Lab", "American Experience" programs; and the Occupational Resource Center & Boston Trade. About 1000 students from the school participate in this program.

The Guidance Department at English has 6 counselors, who work out of 3 Guidance Suites in the building. In these suites, students have access to vocational, college and business school catalogues.

Health services are provided by 2 full-time nurses. The school also has a "Parenting Program" to assist pregnant students.

The school is equipped with 4 cafeterias which serve breakfast and a hot lunch.

POST GRADUATE INFORMATION: Of 475 students who graduated last year 192 went to college, 24 went to business schools, 4 entered technical schools, 31 entered military service, 1 entered nursing school, & 42 entered employment.

HEADMASTER'S STATEMENT

The English High School, founded in 1821 is the oldest public high school in the United States. English High School throughout its history has sought to be responsive to the changing needs of its student population.

Since 1975, the school has been a member of the Magnet School district. In response to the needs of the new student population attracted to the school by this designation, the English High community chose not to emphasize one Magnet theme. Instead, it emphasizes that English High is a magnet school offering several teaching and learning M.O.D.E.L.s (Methods Of Developing Effective Learning).

Traditionally, the English High School has been a comprehensive high school where students, without regard to race, creed, color, national origin or economic status, have been guided in achieving their own best development and in reaching their maximum potential in preparation for a useful life in a democracy. The M.O.D.E.L. PROGRAM being developed seeks to enhance this same goal by maximizing the options by which all students may complete their high school education.

FACILITIES

The present English High School building was opened in 1973. It has 10 floors and can accommodate 2200 students. There are 12 science labs, 7 Art rooms, 4 resource rooms, 7 Business Education rooms, 1 Wood-working shop, 1 Electrical shop, and 1 Graphic Arts shop. The school also has an auditorium, a library and a gym. Facility needs are additional dressing rooms and more space for the Theatre Department.

TEACHER COMMENTS: *"Major themes are: Art & Theater; but they are not integrated into the third Major theme of a 'Comprehensive High School'." * "Mass. College of Art has been much involved with the Art Department." * "The school is seriously overcrowded." * "To a limited extent, (parents), mainly the REPC, have been supportive and helpful." * "The problem of discipline -- students cutting classes, wandering corridors, etc. -- seems almost insurmountable." * "An excellent education is possible -- for those few motivated students willing to reach out to get it."*

STUDENT ACTIVITIES

The varsity sports at the school are: Basketball, Football, Volleyball, Hockey, Track, Badminton, and Soccer.

Chess, Yearbook, Bilingual and Math are the club activities available for students at English. There are Art, Music, Drama and Dance programs for students. A school newspaper is published 4 times a year and is supported by Chapter 636 funds. No transportation is provided for after-school activities.

In discipline, the following procedures are used: suspension, alternative work details, counseling, parental contact and 766 referral. The "Code of Discipline" of the Boston Public Schools (1970) is used as a guide. As of January 1979, there had been 462 suspensions for this school year.

Students are elected and volunteer for the Student Council. Members of the Racial/Ethnic Student Council (RESC) are chosen from the Student Council.

STUDENT COMMENTS: *"The students get along pretty well." * "We need more participation from the students." * "The Art Department is really good." * "A good theater art magnet." * "Pretty good athletic programs, for girls as well as boys." * "School spirit is weak." * "Some students don't know how to use the advantages."*

PARENT INVOLVEMENT

There is a Racial/Ethnic Parent Council (REPC) which meets once a month or, if need be, more often. The Headmaster attends all meetings on request.

PARENT COMMENTS: *"The teachers are great, very cooperative." * "Students learn to get along with all races." * "The new Headmaster is actively involved with the parents." * "Courses are very good." * "It is a hassle to get the courses you want." * "They should hire more guidance counselors." * "Lack of enough custodians!" * "It is a good school." * "The school is very responsive to parents."*

RESEARCHER COMMENT

The students' educational experience at English High School is enhanced by the supportive assistance offered to them by their new administrator.

His "open-door" policy to all students is to be commended.

Although the facility is relatively new, its physical appearance needs much improvement.

Hyde Park High

HYDE PARK HIGH SCHOOL
655 METROPOLITAN AVENUE
HYDE PARK, MASSACHUSETTS 02136
Telephone: 361-8080

Michael A. Donato, Headmaster
Total Enrollment 1978-79 - 1131
White: 451; Black: 658;
Other Minority: 22

A District 4 school with a Magnet
Cooperative Industrial Program



EDUCATIONAL PROGRAM

Hyde Park High School is a comprehensive four-year high school serving the Hyde Park/Mattapan district. It has a wide variety of students with different ethnic backgrounds and interests.

The faculty seeks to assist students in assessing their capabilities and exploring existing vocational and educational opportunities. Teachers work to help students in developing the skills and acquiring the knowledge necessary to increase their success in future employment and/or post secondary education.

Each 9th grade student, in consultation with a guidance counselor, outlines either a college preparatory or business program. This includes elective courses in three vocational areas: Distributive Education (wholesaling and retailing), Consumer Education, or Industrial Arts.

MAGNET PROGRAM: A "magnet" machine shop program is located at Hyde Park High School. Students from any part of Boston may apply for assignment to this Cooperative Industrial Program. (For more information see the "Cooperative Industrial Programs" section in this book.)

COURSES: All students take four years of English and Physical Education, two years of Math and Science, and one year of U.S. History. Each year students may select one or more additional courses from a group of elective options, according to their abilities and interests. Such courses include: Honors Program (in English, Science & Math), Computer Science, languages, History, Psychology, Child Development, Art, Music, and Drama. Other elective courses are: Creative Textiles, Marketing, Foods, Clothing, Tailoring, Consumer Economics, Typing, Shorthand, Business Machines, Bookkeeping, Woodworking, Printing, and Mechanical Drawing.

"Career Exploration" is integrated into the curriculum during the freshman year. Career materials are available in the library and students have access to the Massachusetts Occupational Information Service (MOIS) computer.

"Special Needs": About 200 students are involved in some manner in the various special needs programs which have been developed at the school to meet the individual needs of all students, from the gifted to the educationally-limited.

There are 7 resource rooms with five resource teachers and two aides. All but 60 students are "mainstreamed" (included in regular courses and activities) to some extent, in their educational programs. Some of the students take their academic subjects at the high school and then take part in programs at the Occupational Resource Center, Boston Trade, or Y.E.S. (a student employment program).

Sixty students are enrolled in the Occupational Skill Development Center. This provides an opportunity for students with limited academic ability to participate in a program which prepares them to function with maximum independence in every day life. The program consists of 5 component parts: restaurant, mailroom and maintenance work; home training; and academics.

OTHER PROGRAMS AND SERVICES: Stonehill College is the college paired with Hyde Park High. Stonehill has done extensive work on the school's remedial reading and enrichment programs. It has also provided tutors, tennis facilities, bus transportation for field trips, and access to the Brockton Art Center.

The business pairing for the school is the First National Bank of Boston. The bank has aided the school in a variety of ways including: paying half the cost of books to be distributed by the R.I.F. reading program; making jobs available to students at the bank; planning workshops for seniors and juniors on obtaining jobs; conducting a computer class at the bank; furnishing buses for field trips for the Special Needs group; paying for developing a reading program at the school; and other like activities.

ESAA funds have been utilized in providing transportation and teacher coverage for field trips.

Through the Flexible Campus Program, work experience is available to students

as volunteer tutors, as hospital aides, and in various bank jobs. Other programs available to students include: Another Course to College (ACC); Project Space (attending school mornings, working afternoons); Reading Is Fundamental (R.I.F.); and the Long Island Program (for career exploration in the health field).

The school utilizes the services of a variety of community agencies such as: YAC (Youth Activities Commission); West-Ros Park (referral for mental health and drug problems); Association for Reduction of Violence (visits to prisons); Lena Park Community Center and Mass Transition (for drug referrals).

The school has a guidance staff of 4, a health room with a full-time nurse and a visiting doctor, and a cafeteria providing a breakfast and hot lunch program.

Regular standardized testing in Math and Reading is given for the purpose of placing students in classes and determining their need for remedial help. Grades are reported 4 times a year, with warnings mailed to parents at the mid-point of each term, in the event their child is failing in a course.

POST GRADUATE INFORMATION: In 1978, 251 students were graduated from the school with 76 students going to college, 48 entering technical schools, 58 entering business training programs, 18 entering military service, and 90 entering some form of employment. Among the graduates, 162 received scholarship aid to further their studies.

HEADMASTER'S STATEMENT

Hyde Park High School is a comprehensive high school serving the Hyde Park/Mattapan community.

We feel it is unique, even as a district high school, in that it serves the only contiguous black and white neighborhood in the city.

The staff and administration have established a number of ethnically balanced programs to fulfill the educational needs of its student body.

The school has joined with the First National Bank and Stonehill College to establish programs dealing with reading, cultural enrichment and vocational placement and awareness.

While a great deal is left to be done, we feel that the many positive programs in operation now are yielding positive results and have improved the educational environment of the school.

FACILITIES

The present Hyde Park High School building was constructed in 1927. The structure has three floors and can house up to 1100 students. Among its features are: an auditorium, a gymnasium, a cafeteria, 4 typing rooms, a business machine room, 2 science labs, and an art room. The school has a library and it is staffed by a full-time librarian.

TEACHER COMMENTS: *"Great facilities for special education - 766 program." * "Something has to be done about getting parents more involved with their school and children." * "Discipline is almost non-existent, unfair and not consistent." * "There is little communication between faculty groups." * "Students have many opportunities to participate in special seminars and working programs (flexible campus)."*

STUDENT ACTIVITIES

Sports activities for the students include: football, soccer, cross country, basketball, baseball, hockey, track, golf, tennis, volleyball, swimming, badminton, and softball. Cultural and hobby activities are available in photography, music, art, drama, and dance. Transportation is provided for students participating in after-school activities.

The school follows the 1971 city-wide Code of Discipline, as issued by the Boston School Committee; under these guidelines, about 40 students have been suspended during the first half of the 1978-79 school year.

A Student Council of about 40 students works on school/student relations and programs. The Council is comprised of representatives elected from each homeroom. The Headmaster attends the Council meetings every other month. In addition there is a Racial/Ethnic Student Council consisting of members elected from the larger Student Council.

STUDENT COMMENTS: *"Some students are able to relate with others." * "If you're into sports Hyde Park is the place to go." * "We have some people who just don't like the idea of sharing a classroom." * "Almost all the windows leak air." * "Take the Machine Shop course." * "It is a pretty good school."*

PARENT INVOLVEMENT

Parents at Hyde Park High are actively involved in the Racial/Ethnic Parent Council and the Home & School Association. In addition, parents have an opportunity to be present in the school during school hours, through volunteer work in the Parent Information Center (funded in part with Chapter 636 funds). Parents publish a regular newsletter and have raised thousands of dollars for scholarship aid to graduating students.

PARENT COMMENTS: *"Kids are free to come into the parents' room at any time to talk about their problems." * "The special needs program is terrific." * "There are too many programs that involve students leaving school - there should be more supervision of work study programs." * "My son has not brought home homework in the last two years." * "There are many good programs here."*

RESEARCHER COMMENT

Although the school building is basically sound, it needs a complete paint job throughout, new toilet facilities, and a new floor for the gymnasium.

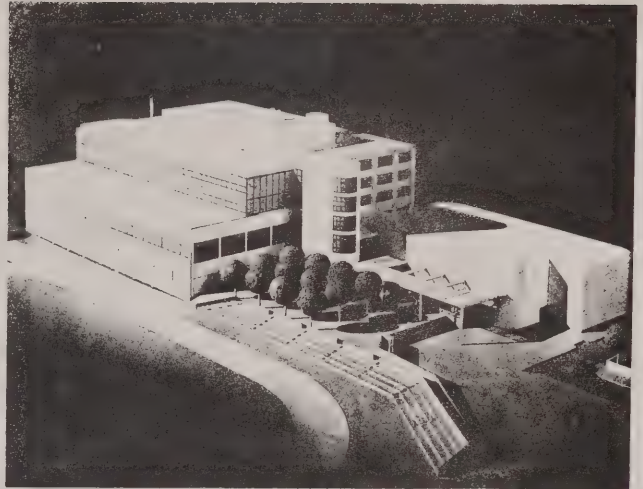
There is an excellent remedial reading lab center and a small group of parents are actively involved in the Parent Information Center and other parent groups.

Jamaica Plain High

JAMAICA PLAIN HIGH SCHOOL
70 ELM STREET (present address)
144 McBRIDE STREET (as of Sept., 1979)
JAMAICA PLAIN, MASSACHUSETTS 02130
Telephone: 524-4074

Edward F. McHugh, Headmaster
Total Enrollment 1978-79 - 932
White: 167; Black: 531;
Other Minority: 234

A District 2 school



EDUCATIONAL PROGRAM

Jamaica Plain High School is a comprehensive four-year district high school which emphasizes "Basic Skills". Course offerings will be expanded significantly when the school opens in its new facility in September, 1979. The educational program includes the College Course, for students who wish to prepare for study at the college level, and the Business Course, which prepares students either for direct entry into business or retailing careers or for additional training in business.

BILINGUAL PROGRAM: Jamaica Plain High was the first high school in Boston to offer bilingual instruction. The Bilingual Program is conducted in Spanish. There are 105 students in the program; some take the College Course and others the Business Course.

COURSES: All students are required to take Civics, Health, U.S. History, and four years of English. Students choose their courses in the spring for the following academic year.

The College Preparatory Course includes courses in English, foreign language, History, Science and Mathematics. A 9th grade student in the College Course may take one elective. Tenth grade students have 14 electives from which to choose. Eleventh and twelfth grade students have a greater number of options including: French, Spanish, Art, Science, Drafting, Journalism, Drama, Foods, and Nursery School Training. Advanced work is offered to 12th grade College Course students in English, Science, Math, and History.

The Business Course prepares students for careers in merchandising, bookkeeping, stenography and business machines. In addition to the required courses listed before, Business students take General Business and such other courses as: Accounting I, II & III, Typing, Shorthand, Distribution, Office Practice, and Data Processing. Business students have the same options for electives as students in the College Course.

"Career Exploration": The Career Exploratory program is required for all 9th grade students and contains 4 parts: Exploring Careers, Industrial Arts Shop, Government Jobs, and Food Service. The Distributive Education Program offers work-study opportunities to students specializing in merchandising.

Other sources of career information are printed materials, available in the Guidance Office & library, and Flexible Campus opportunities.

"Special Needs": A full-time Core Evaluation Team Leader (CETL) coordinates services to special needs students. The school has 4 special education classes this year. The new school is designed to accommodate physically handicapped students, and programs and services for special needs students are to be expanded in the new building.

OTHER PROGRAMS AND SERVICES: For the school year 1978-79, Jamaica Plain High School received \$89,290 in State funding through Chapter 636. Using these funds, the school, in conjunction with its university partner, Simmons College, has provided tutorials, curriculum development, field trips, support staff, & the school newspaper. Jamaica Plain High has 2 business partners: Boston Gas Co. and the Travelers Insurance Co. A Job-Hunting Techniques Program for 11th & 12th grade students was instituted as a result of these partnerships, and a lecture on L.N.G. (liquefied natural gas) was presented to Science classes.

The school has a Title I Reading program.

Under the Flexible Campus Program, students may participate in alternative educational activities. Students from the school presently are enrolled in Flexible Campus programs at Boston Trade, the Pilot O.R.C., EDCO, A.C.C., and Urban Studies.

Jamaica Plain High School utilizes such community agencies as Youth Employment Services (YES), the Job Development Program, & the Neighborhood Development Corporation's Tradewinds Program, which offers training in Carpentry & other related trades. The Kiwanis Club and local day care centers & nursery schools provide practical experience opportunities for students in some courses.

The Guidance Office is staffed by two full-time counselors and one half-time bilingual counselor. College catalogues and materials on job search techniques are available in the Guidance Office. The Health Room is staffed by a full-time

school nurse, and a physician is scheduled to visit the school on a daily basis. Breakfast and hot lunch are available.

POST GRADUATE INFORMATION: Jamaica Plain High graduated 122 students last year. Of these, 41 went to college (16 received scholarships), 1 enrolled in technical school, 4 entered business training programs, 16 joined the military, and 22 are presently employed.

HEADMASTER'S STATEMENT

The New Jamaica Plain High is a comprehensive school, offering complete programs of academic, vocational and technical courses.

This new Southwest II, Jamaica Plain High School, features several new regulation athletic fields, a complete track facility, locker rooms, & a fully-equipped modern gym. Within the bright, attractively furnished classrooms, a wide variety of courses will be available for all students, geared to their interests and talents.

Southwest II, Boston's newest school, will provide the ideal setting for innovative programs in the Language Labs, Science Labs, a Photography Lab, Cooking Center, Energy Lab, and an area dedicated to Music and art. Student participation and training will be projected in the School Store & Child Development programs.

Southwest II has special programs with: an individualized approach to learning; a strong emphasis on basic skills to prepare students for College; specialized training for bilingual, alternative, and special needs students.

FACILITIES

This is the last year that Jamaica Plain High School is to operate in its present 78-year-old building. The new "Jamaica Plain Community High School" (sometimes called "Southwest II") has been created by recycling & remodeling a former plant of the Boston Gas Co. The new five-story school will have: several athletic fields, tennis courts, an all-weather track, an auditorium, a modern gym & a cafeteria.

In addition, this new building will contain 6 science labs, 2 Art rooms, 4 resource rooms, 2 language labs, 3 typing rooms, 2 business machine rooms, and 4 industrial arts shops (Power Energy, Wood Metal, Graphics & Mechanical Drawing). The library will be staffed with a full-time librarian.

TEACHER COMMENTS: Teachers at Jamaica Plain High who were asked to complete questionnaires for this guide, declined, saying they preferred not to comment on current programs and facilities because of the improvements expected when the new school opens. The following statement was drafted by one teacher and approved by several others:

Students, teachers and administration are all looking forward to the new Jamaica Plain High School with its tremendous facilities for a strengthened academic and occupational program. Updating of present course offerings is now going on. Parents will be pleased to see that Basic Skills are an integral part of the curriculum and that Art & Music courses will be greatly expanded.

STUDENT ACTIVITIES

The school has both Varsity and Intramural teams in Basketball, Track, Football, Hockey, Baseball, Volleyball, Tennis and Soccer. Clubs at J. P. High are the National Honor Society, Afro-American Culture Club, Photography Club, Journalism Club, Drama Club, and Chess Club. The school newspaper is published once a month. Transportation is provided for after-school activities.

The Student Council is comprised of 10 elected members. There is a Faculty Advisor who supervises the Council.

Discipline procedures at the school were developed by a committee of teachers, students, and parents, along with staff from Simmons College. As of early January, 150 students have been suspended this school year.

STUDENT COMMENTS: *"We have some good classes." * "The teachers usually try hard to teach whatever they can." * "The math department is pretty good." * "The school isn't that bad. but it should be better and it can't get better without everyone's cooperation." * "There isn't much participation in school affairs." * "It's too free, anybody does what they want." * "It's better than most people think." * "We will have a new school, and it is offering a lot."*

PARENT INVOLVEMENT

The school has a Parent Council (REPC) which meets monthly on a regular basis, but more frequently when issues demand immediate attention. The Headmaster sends a representative to REPC meetings. Members of the Home & School Association meet informally with faculty and administration.

PARENT COMMENTS: *"They should offer a better and wider variety of programs for students." * "The children want to and are learning their subjects." * "There is no real form of discipline carried out." * "If the principal took a stronger interest in the school students would learn more." * "Food in the cafeteria should be improved." * "The school doesn't seem to be open to suggestions from parents or anyone else." * "From September of 1978 up to January 7, 1979 the administrator has not attended any REPC meetings." * "Maybe with the opening of the new school improvements will be available."*

RESEARCHER COMMENT

The building now known as Jamaica Plain High School is uninviting, drab, and lacking the needed space and facilities to provide the type of programs that students, faculty, parents and the Headmaster would welcome at the school.

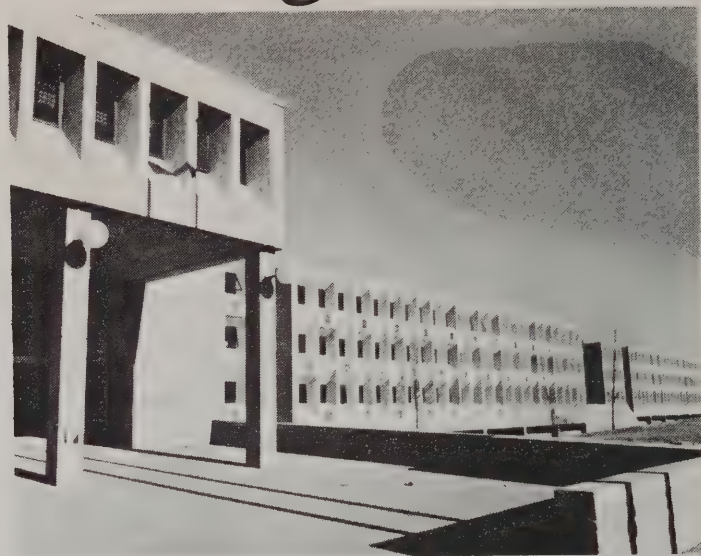
With the opening of the new Jamaica Plain High School (referred to in planning documents as Southwest II), with its track course, football field, Home Economics Department, photography & science labs, the thought of spending the day in school will surely be a more pleasing one.

Madison Park High

MADISON PARK HIGH SCHOOL
55 NEW DUDLEY STREET
ROXBURY, MASSACHUSETTS 02119
Telephone: 445-2440

Thomas P. Hennessey, Headmaster
Total Enrollment 1978-79 - 2329
White: 961; Black: 1076;
Other Minority: 292

A "Magnet" District 9 school



EDUCATIONAL PROGRAM

The central objective at Madison Park is to offer a multitude of courses and special programs to meet students' varied interests and needs without conventional tracking. In all major subject areas, courses range from remedial to honors to college level; individual programming is used to place the students. The programs are designed to allow each student to work at her/his own levels of skill and interest. To create a more familiar and supportive setting for the students, the school is sub-divided into "houses". A student remains assigned to a particular "house" during her/his years at Madison Park.

MAGNET PROGRAM: Music; Media & Communications; and Theater & Dance; are the three major magnet themes at Madison Park. Within each of these programs, an effort is made to develop the students' awareness of careers related to the fields of study.

The Music Magnet program offers a full range of music instruction in voice, instruments, electronic music and music theory. Courses are given in creating, performing, and listening to music, individually and in small and large groupings. The Media and Communication Magnet is a three-year program that trains students for a career or a college major in communications. Students in this program produce the Madison Park Times (the school newspaper) and the yearbook, both of which have won awards. They also use the school's radio and television studios to produce programs for in-school use and for cable TV presentation. The Theater & Dance Magnet program is designed to prepare students for careers or further education in the performing arts.

BILINGUAL PROGRAM: The school offers bilingual programs to approximately 250 students. Courses are taught in Spanish and Cape Verde Portuguese. Bilingual students have the opportunity to enroll in all courses offered at the school.

COURSES: All students are required to take 4 years of English, 2 years of Math, Social Studies and Science courses. Science courses available at the school are Earth Science, Biology, Chemistry, Physics, Anatomy, and Environmental Science. Business courses range from 9th grade Business Exploration to an advanced course in Office Simulation. Students are trained on a wide variety of office machines.

Madison Park has developed intensive remedial reading programs. The 3 components of this program are Reading Centers, Reading Clusters, and Title I Reading.

Students in grades 10, 11, and 12 at Madison Park have honors level and college study opportunities in English, Math, Science & foreign languages. French, Italian, Spanish, German and Latin are the languages taught at the school. Language labs are available to assist students.

"Career Exploration": All 9th grade students are enrolled (on a rotating basis) in 4 Career Exploratory units: Business-related; Food, Home & Health-related; Industry-related; and magnet program-related. All 10th graders take a Career Planning course. In addition, career information is included in the course materials of the different subjects taught. The school has a Career Awareness Resource Center where a variety of materials are located. A MOIS (Mass. Occupational Information System) computer is also available for student use.

OTHER PROGRAMS AND SERVICES: State Chapter 636 funds (\$143,610) are used to support a variety of programs with cultural and educational institutions. Madison Park's major cultural partners are the New England Conservatory of Music & the Theatre Company of Boston, which provide the school with musicians, dancers & actors to enhance the Arts magnet themes. Other cultural partners are the Boston Zoological Society & the Neighborhood Art Center.

Northeastern University, Madison Park's paired university, has supplied Biology teaching assistants; has helped to develop basic skills, Law institute and Student Government programs; has admitted students to college courses; and has provided tutors for achievement tests. Blue Cross/Blue Shield & the Suffolk Franklin Savings Bank, the school's business partners, have arranged internships, job-hunting workshops, jobs, and speakers.

There are 2 Title I reading teachers & an aide at Madison Park. ESAA money supports Physical Education Curriculum Development & after-school programs in Dance and Photography. A Flexible Campus Coordinator assists students with their

choices of off-campus programs & sites.

Madison Park students receive services from over 30 different community agencies. Among these are: Red Cross, Tufts Medical, Roxbury Multi-Service Center, Mass. Eye & Ear, B.U. Medical, Freedom House, Aswalos House, Whittier Health Center, Cardinal Cushing Center, Cooper Community Center, Alianza Hispana, Roxbury Action Program, Lower Roxbury Community Corp., Third Nail, YMCA, and the Boys' Club. Students are referred to health centers according to where they live.

Madison Park has 1 part-time & 5 full-time guidance counselors to serve its student body. The school has 2 full-time nurses, and a doctor visits daily. Tenth graders take a mandatory Health course. Breakfast and lunch are served daily.

POST GRADUATE INFORMATION: In 1978, 303 students graduated from Madison Park. 120 went to college, 6 entered technical school, 24 entered business training programs, 10 entered military service and 61 are presently employed. Those who went on to further study received over \$150,000 in financial assistance.

HEADMASTER'S STATEMENT

Madison Park offers a comprehensive high school curriculum with magnet program options in Music, Media & Communications, Theatre & Dance, Career Education, and the Basic Skills. These programs offer students the opportunity, upon graduation, to be prepared for a job or to continue with their education.

All educational programs provide for a strong emphasis in skills and Career Awareness which allows a student to prepare for college admission, a business career or more general career options. All students are required to take certain core subjects but are then assisted in developing an individualized program based on students' capabilities, needs and interests.

Madison Park High is divided into houses to allow students and teachers to provide services to the homerooms located therein.

FACILITIES

Having opened in 1977, Madison Park is one of the newest and most modern school structures in Boston. Its 6 buildings and its terraces, malls, tennis courts, and playing fields form a campus occupying a large area of land. Its 2 large academic buildings contain classrooms, the library (with full-time librarian), a career resource center, a media center, a cafeteria and a theater. Other buildings house 15 science labs, the Music Magnet, 5 Industrial Arts shops and several gyms & swimming pools. There are also 3 Art rooms, 2 language labs, 4 typing and 4 business machine rooms.

TEACHER COMMENTS: *"This is a new program and developing OK." * "The faculty is young and are doers for the most part." * "I have observed some parents playing a useful role in Madison Park." * "Good atmosphere, good facility, good staff." * "I've been in many Boston schools - this is one of the best."*

STUDENT ACTIVITIES

An extensive program of varsity and intramural sports is available at Madison Park. These sports include Football, Soccer, Baseball, Basketball, Track, Softball, Hockey, Swimming, Volleyball, Badminton and Bowling.

Photography and Dance clubs are presently being developed by the staff. Art classes are offered to students on and off campus (at Casa del Sol). Music, theater, dance and drama are also available to students during & after school. Transportation is provided for after-school activities. The school has a Student Council consisting of 168 members, with 2 representatives elected from each homeroom. Council members participate in developing discipline procedures and they serve as liaisons between students & housemasters. The Council was responsible for obtaining a Drivers Education Course for the school. The Headmaster attends Student Council meetings.

STUDENT COMMENTS: *"Good atmosphere." * "It has very good facilities." * "Good opportunity for continuing education." * "Two strengths of my school are the Media and sport activities." * "Do meetings and organize the school." * "The teaching is its strength."*

PARENT INVOLVEMENT

Madison Park's Parent Council (REPC) meets twice a month. Its meetings are attended by the Headmaster. A full-time Parent Outreach Coordinator is responsible for setting up the meetings.

PARENT COMMENTS: *"My expectations have been met." * "Kids are more encouraged to work on their own." * "There's not much for the average child." * "The school was opened before it was ready." * "A great opportunity for anyone interested in the musical field." * "The Guidance Dept. is very shorthanded." * "They should weed out the kids who don't want to be here." * "It is a nice school." * "There is lots to be done here."*

RESEARCHER COMMENT

Madison Park is a school of great opportunity with a fantastic selection of programs. Their Course Catalog is similar to a college outline. The administrators and faculty envision that informed, motivated, aware and self-disciplined adults will emerge from the ranks of Madison Park High.

Madison Park needs more parent input to help it attain these goals. It needs some assistance with disciplinary problems, which stem mostly from students who are in the school not by choice. The school needs to increase its number of Guidance Counselors, and expand its custodial staff. It needs more cooperation to remedy the following situations: the lack of traffic signals in front; the defective kitchen equipment; generators that malfunction; and very inadequate telephone service (too few outside lines). Madison Park also needs a little more time to become the unparalleled campus high school it was designed to be.

Roxbury High

ROXBURY HIGH SCHOOL
35 GREENVILLE STREET
ROXBURY, MASSACHUSETTS 02119
Telephone: 427-2524

Charles F. Ray, Headmaster
Total Enrollment 1978-79 - 550
White: 22; Black: 276;
Other Minority: 242

A District 7 school



EDUCATIONAL PROGRAM

At this school, the emphasis is for each student to reach his/her potential. The student is seen as a person, and the faculty and administration attempt to respond to individual student needs from both an academic and a social standpoint.

BILINGUAL PROGRAM: There are 2 bilingual programs at the school, one conducted in Spanish and the other in Chinese.

COURSES: A business and a college preparatory course are offered. The ninth grade curriculum emphasizes English (including Reading) and Math, since these subjects are seen as the foundation for the subsequent high school years, college, and life.

The business course includes typing, shorthand, and bookkeeping, as well as other practical courses for work in the business world. This year, 250 students are enrolled in this course.

The college course requires three years of Math. Also, because most colleges require a foreign language, at least two years' study of a foreign language is strongly encouraged. Harvard University provides advanced work in Math and Science for grades 11 and 12. There are 300 students enrolled in the college course. Each course, business and college, has bilingual students enrolled.

Students can choose electives at all grade levels. These electives include Spanish, French, Art, Music, General Woodworking, Clothing and Foods.

"Career Exploration": In the Career Exploratory Program (9th grade), emphasis is given to showing students the various career possibilities open to them. Each week a person from such fields as law, medicine, aviation, or geology speaks to classes of about 25 students, introducing them to the various types of work involved in different professions. Woodworking, and two levels of Foods and Clothing are electives which provide vocational skills.

Students who enroll in Distributive Education in the 10th grade may elect to participate in a Work-Study Program in 12th grade. The Work-Study Program releases students for four hours per day to work in such establishments as Harvard, Sears, Jordan Marsh, State Street Bank and McDonalds. This program includes instruction by a teacher specialized in merchandising.

OTHER PROGRAMS AND SERVICES: Harvard University is paired with the school and provides some of the career speakers, as well as a tutorial program in all subject areas. Over half of the tutors are concentrated in Reading. The Reading tutors are screened and trained by Harvard's Reading Department.

State Street Bank is the business which is paired with the school. It provides students with employment opportunities and has helped in reviewing the business curriculum.

Students may participate in Flexible Campus Programs at Boston State College, University of Mass., Boston Trade, and the Occupational Resource Center.

The school has a Title I Reading program conducted by 2 teachers and 2 aides.

Under a program funded by "Chapter 636" four outreach workers visited every 9th grade home before school opened last fall. Some tutoring programs also are provided through Chapter 636 funds.

The Boys' Club provides its gym for girls' basketball. Students also receive services from the Roxbury Multi-Service Center, the Solomon Carter Fuller Center and the Roxbury Dental and Medical Group.

This year, a Teacher Corps program has been introduced at the school.

"Guidance": There is one full-time guidance counselor at the school. There are also 3 part-time counselors: one for Spanish bilingual students; one for Chinese bilingual students; and one for 9th grade students. The bilingual counselors are present 2 days a week; the 9th grade

counselor is at the school two and a half days a week. Each student is assisted individually with course selection every year. In addition, the counselors help with college and vocational planning and with job placement. They are also sources for personal counseling and help.

There is a Massachusetts Occupational Information System (MOIS) terminal located in the Guidance Office. A student can put her/his career interest into this computer system and get feed-back concerning the preparation necessary, the job opportunities anticipated, the locations of such employment, and the schools offering related studies.

A nurse is on duty full-time at the school. In addition, a pediatrician and a psychiatrist are at the school for four and a half hours each week.

A breakfast (cold) and a lunch (hot) are provided daily.

"Grading and Reporting": The school uses letter grades, with A-B-C as "passing", and D-E as "failing". Grades are reported four times a year to parents. Between marking periods, warning notices are mailed first class to parents of students who may be failing. These notices state reasons for the student's poor school performance.

POST GRADUATE INFORMATION: In 1978, 58 students were graduated. Of these, 24 went on to college, 2 entered technical school, 5 entered a business training course, and 3 went into the military service. Eighteen of the graduates received scholarships for further study.

HEADMASTER'S STATEMENT

Roxbury High School is a school in which students are people and not just numbers. Our enrollment of 550 students enables the faculty and staff to get to know all of our students. Because of the lower numbers, compared to some other schools, we are able to more readily identify the individual needs of our students.

With identification of needs, we can then plan to come up with methods and prescriptions to help our students.

We have a fine faculty to serve our student body, and a great togetherness that pervades all school activities. The stress of our faculty is for all students to reach their potential, both academically and socially.

FACILITIES

The school was built in 1904. The plumbing is in good condition, and the school has new electrical wiring, showers and lavatories. The building is clean and looks cared for. Improvements currently being sought are: painting of the halls and rooms, new stoves for the cafeteria, the refurbishing of the heating system, and a new science laboratory.

TEACHER COMMENTS: "Discipline is a problem in the school." * "There is some integration among the students." * "Many classrooms don't have enough materials." * "Parents won't participate." * "There's Chinese, Spanish, Black and White students attending Roxbury, which makes it very culturally enriching to the staff as well as the students."

STUDENT ACTIVITIES

Varsity sports offered are: football, baseball, softball, basketball, track, and volleyball. Transportation is provided for these sports programs.

Discipline is handled on an individual basis by the headmaster and assistant headmaster. The emphasis is on avoiding suspension. Students, teachers and the administration meet together in committees to consider the problems, with the focus on "treating with respect". (There have been few suspensions this school year.)

The school has a Student Council. Each home room elects a representative and an alternate to the Council, and some at-large members are appointed to it.

STUDENT COMMENTS: "The strengths in our school are that some people care what happens to it." * "The principal is nice and the teachers want you to learn." * "Students cut classes and they don't respect the teachers." * "The work is reasonable." * "This school, regrettably, has been a waste of time for me, and not worth the effort of my waking up the mornings I do come." * "We need more books for the bilingual students." * "You'll get help if you ask for it, I did."

PARENT INVOLVEMENT

There is a Racial/Ethnic Parent Council (REPC) at the school. It meets twice a month to consider programs and plans. There is a monthly newsletter, "Parent-to-Parent", produced through the Roxbury-Harvard program.

PARENT COMMENTS: "There's an educational process going on in that old building." * "Teachers should be more firm with students." * "I have no complaints." * "It's a losing battle; so few parents take an interest." * "There are fine teachers." * "Spanish and Chinese shy away from participation in the school."

RESEARCHER COMMENT

If an editorial comment on Roxbury High School were limited to one word, that word would be "care". An old building -- and it is cared for; students from diverse cultures -- and they are cared about; a "Program of Studies" -- assembled in such a caring way that course offerings are easy to understand; and discipline (the ability to practice self-control) -- handled carefully and individually.

Because of the small student body, it is possible for the faculty and administration to work closely with the students in helping them find their direction at their own pace towards growing (maturing) academically and socially.

South Boston High

SOUTH BOSTON HIGH SCHOOL
95 G STREET
SOUTH BOSTON, MASSACHUSETTS 02127
Telephone: 268-2928

Jerome Winegar, Headmaster
Total Enrollment 1978-79 - 928
White: 414; Black: 402;
Other minority: 112

A District 6 school with a Magnet
Cooperative Industrial Program



EDUCATIONAL PROGRAM

South Boston High is a comprehensive school designed to focus on the developmental needs of its students. A wide variety of alternative educational programs are offered to students attending this school. Emphasis is placed on the basic skills, Reading, Writing and Mathematics.

MAGNET PROGRAM: The Sheet Metal and Auto Body Programs at South Boston High are Magnet Cooperative Industrial Programs and therefore open to students from all sections of the city. (For more information about these programs see the "Cooperative Industrial Programs" section of this book.)

COURSES: At South Boston High, students are not "tracked" into the traditional College or Business courses, but are offered choices in "curriculum approaches". The approaches offered are: 1) "Comprehensive" - a variety of academic and vocational programs; 2) "Alternative" - individual program units within the school; and 3) "Cooperative Vocational" - shop courses and work experience.

All students are allowed to choose electives beginning at the ninth-grade level. Homeroom teachers and guidance counselors help students in their selection of electives. Electives may be selected twice a year. Decisions as to what electives are to be offered are made with student input.

"Career Exploration": There is an extensive Career Exploratory Program available to ninth-grade students. Every six weeks, mini-courses are developed (by 12 teachers) so as to include various fields of study, such as Photography, Theatre Arts, and Oceanography. Each ninth-grader has the opportunity to choose her/his own advisor to this program and most get their first choice.

A Massachusetts Occupational Information System (MOIS) is available at the school to help students explore career opportunities.

Under the Work/Study Program, some of the work-sites utilized are: the Federal Reserve Bank, Gillette, Liberty Mutual, McDonalds, and London Harness. Some students are involved in Project Y.E.S. Under this program a full-time liaison person works with students monitoring their grades & attendance (compulsory with the regulations of this program). Students in this program work 20 hours a week during the school year & 40 hours a week during the Summer. Many of these students receive academic credit for job performance.

"Special Needs": Three resource rooms & three substantially-separate classrooms are utilized by 237 special needs students. These students are mainstreamed, where possible, into regular programs.

OTHER PROGRAMS AND SERVICES: South Boston High is paired with the University of Massachusetts. Under this pairing, an Educational Program for Paraprofessional Support Service Personnel was developed and is being implemented through U.Mass/College III.

There are two businesses paired with this school, the Federal Reserve Bank and the Gillette Company. Products of these business pairings are: a full-time staff person, curriculum development, a liaison person for community resources, and counseling & student placement.

The Theatre Company of Boston is the cultural institution paired with this school. A Theatre Arts Component and an Artists-as-Resources Program have been developed through this pairing.

State Dept. of Education "Chapter 636" funds, in the amount of \$67,824. have been used to develop the following: Thompson's Island Program; Salem State/Support Staff Development; City Cycles; Theatre Arts; & a program with U.Mass/College III.

ESAA funds in the amount of \$200,000., have provided for: an In-School Suspension Program; Harbor Environments (Thompson's Island); Field Trips; a Saco River canoe trip; Exploring Childhood; & Discovering Pre-School.

A Title I Reading program is available

at the school for students needing remedial assistance. There are other remedial programs in Reading & Math funded through the regular school budget.

Additional programs offered to students include: Another Course to College (ACC); Industrial Arts; Metro-Pathways (flexible campus); Business Lab; Driver Education; a "School-within-a-school" program; the Transportation Learning Center; the Quincy Market Project; a Commercial Foods program; a Work/Study Program; Multicultural Studies; a Restaurant Management Program; Distributive Education; & Reading/Writing workshops. Music, Art, Drama and Dance are also available. The school has a program at New England Medical Center this year for young pregnant women. It teaches them skills in infant care.

There are four guidance counselors at South Boston High. With the supervision of counselors, students can change their courses anytime during the school year.

A full-time nurse is on duty at the school and a doctor makes daily visits.

Report cards are graded by letter (A-B-C-D-E) for major subjects and Pass/Fail (P-F) for minor subjects.

Some community agencies offering services to South Boston High are: the South Boston & the Roxbury Boys' Clubs; Freedom House; Columbia Point APAC; South Boston Action Center; & the South Boston and the Roxbury Multi-Service Centers.

POST GRADUATE INFORMATION: Of 147 graduates last year, 45 went to college and 30 received scholarships for further study.

HEADMASTER'S STATEMENT

South Boston High is a comprehensive high school designed to meet the needs of a changing urban society. Instructional programs focus on the developmental needs of adolescent students with strong emphasis on the basic skills of Reading, Writing, Mathematics and interpersonal relations.

Students elect from the following curriculum approaches: 1. Comprehensive - Wide range of academic and vocational programs; 2. Alternative - Smaller organizational units within the regular school; 3. Cooperative Vocational - Work experience & vocational education conducted on alternate weeks in auto body and sheet metal.

FACILITIES

South Boston High was constructed in 1899. It is difficult to adapt the design of the building to program needs. The physical education facilities are poor. There are 4 floors housing 3 science labs, 1 art room, 1 language lab, 2 cafeterias, 3 typing rooms, 2 business machine rooms, 2 gyms, an auditorium and 7 shop rooms (1 machine shop, 1 woodworking shop, 2 sheet metal shops, 1 auto-mechanics shop, 1 welding shop, and 1 auto body shop). There is a library at the school staffed by a full-time librarian.

TEACHER COMMENTS: *"The theme is to improve language skills, however it is not being integrated into the school program." * "Discipline is handled unfairly." * "The physical facilities are more than inadequate." * "Various School-within-a-school programs tend to attract many students." * "Parents are not playing a useful role in the school." * "I enjoy a positive relationship with the administrator."*

STUDENT ACTIVITIES

There is a racially diversified student council made up of approximately 25 volunteer members. This council acts as the Student Government of the school. Administration and faculty members participate in meetings when invited.

During the first 3 months of this school year, there have been 80 suspensions at the school, most due to fighting. Most of the suspended students chose to use the school's "In-School Suspension Program" rather than miss school entirely.

Varsity sports offered to students include: Football, Volleyball, Basketball, Baseball, Softball, Swimming, Badminton,

Bowling, Track, Soccer, and Hockey. Transportation is provided for after-school activities.

There are 2 club activities available to students at South Boston High. One is called the Musician's Union and the other is DECA.

STUDENT COMMENTS: *"At South Boston High you get good job opportunities." * "It offers many learning and helping programs." * "The teachers ain't teaching me nothing." * "We the people can't put up with the metal detectors, the searching and the aides any longer." * "There's hardly any fighting except for those certain persons who like to start trouble." * "Make the school more of a school than a prison." * "I believe the school is a good school."*

PARENT INVOLVEMENT

South Boston High has an REPC (Racial/Ethnic Parent Council) but it has not met this year. Parent involvement occurs through Parent Advisory Council groups such as the Title I Advisory Council.

PARENT COMMENTS: *"Help is available on an individual basis on any academic level." * "Students are not taught self-responsibility and self-motivation." * "Progress reports should be established." * "School officials are willing to meet with individual parents, however, needs have not always been met." * "Rules should apply fairly to all." * "Many jobs on work-study are NOT career related. McDonalds, etc." * "The school is responsive to both individuals and groups."*

RESEARCHER COMMENT

The feeling generated at South Boston High School is one of excitement. The administrator knows all students by name, and students feel free to talk with him. Most faculty appeared to be helpful and interested in their students and what they were doing. The creative programs at South Boston High School give students a wide variety of academic options.

Mario Umana

MARIO UMANA HARBOR SCHOOL OF
SCIENCE AND TECHNOLOGY
312 BORDER STREET
EAST BOSTON, MASSACHUSETTS 02128
Telephone: 569-6280/81

Gustave Anglin, Headmaster
Total Enrollment 1978-79 - 1014
White: 410, Black: 474;
Other Minority: 130

A "Magnet" District 9 school
Grades 7-12



EDUCATIONAL PROGRAM

The Mario Umana Harbor School offers the only 6 year Science and 4 year Technology programs in the Boston school system. The school occupies one of Boston's newest high school facilities. The primary goal of the Umana Harbor School is to provide high quality education for students who are interested in pursuing technical or scientific careers.

MAGNET PROGRAM: The magnet theme at the Umana emphasized Science, Math and Technology. This theme and the programs that relate to it, were developed with the assistance of the Massachusetts Institute of Technology and Wentworth Institute. Students are able to specialize in the following 5 areas: Aviation/Aerospace Technology; Computer Science; Electronics; Medical Technology; and Environmental Technology.

BILINGUAL PROGRAM: The Umana has a bilingual program in Chinese and in Spanish for students in grades 7 and 8. The program is small, consisting of one classroom of students for each language. All the school's core subjects are taught in these classes.

COURSES: The core subject areas of the school are: English, Math, Social Studies, Physical Education, and Science. Students are required to take courses in these core subjects each year they attend the school, whether they enter at grade 7 or at grade 9. These required courses are seen as vital to the technical courses offered, and are therefore integrated into the magnet theme. In grades 9-12, electives are offered to students in Home Economics, Typing, Graphics, Music and Art. The language courses offered are Italian and Spanish. In grade 9, students take a course which explores the school's 5 specialized technical areas; in grade 10 they select which of these they will concentrate on for their remaining years at the Umana.

"Career Exploration" is integrated into the regular curriculum at the school. Grade 7 and 8 students take half-year courses in Woodworking, Metal Shop, Home Economics and Graphics. In grades 9 through 12 students learn about technological careers. A course in Career Preparation is part of the grade 12 program.

"Special Needs": Approximately 95 students with identified "special needs" attend the Umana. There are 5 classes at the school to provide special education. Efforts are being made to mainstream special needs students into technical and scientific classes.

OTHER PROGRAMS AND SERVICES: For the 78-79 school year, the Umana has received \$139,129. from the State Dept. of Education for Chapter 636 supplementary programs. Through the school's partnership with M.I.T., Wentworth, and Mass. Port Authority, these funds are being used to develop the following programs: Reading Improvement, Math Improvement, Social Studies Development, Career Awareness, Extended Computer Capabilities, Media Technology, and Technology Curriculum Development.

The school has a Title I Remedial Reading Program, which is staffed by a Reading Teacher and a Reading Aide. Some ESAA funds are also used to support reading and career programs.

An Air Force "Junior-Reserve Officers Training Corps" (R.O.T.C.) program is offered at the school, the only one in the Boston school system. Many of the students, male & female, are enrolled in this program.

Among the school's Flexible Campus placements for students are: MBTA and Mass Port internships, Museum of Fine Arts Courses, Another Course to College (ACC), YES training, work study, Trade High School, and ORC programs.

Various community agencies provide services to the school. Among these are: East Boston Community Development Corporation, East Boston Health Center, and the East Boston Drug Action Council.

Three full-time guidance counselors are at the school. Each is assigned to a particular grade level: 7th & 8th; 9th & 10th; 11th & 12th. In addition, the school has a Career and Occupational Counselor.

The school has a full-time nurse, as well as a Health teacher. Breakfast is

available. Lunches are brought in frozen and then heated for serving. The new kitchen is expected to be working by Spring, 1979.

POST GRADUATE INFORMATION: June, 1979 will see the first class graduate from the Umana.

HEADMASTER'S STATEMENT

The education program at the Umana Harbor School is designed to provide students with many options upon graduation: employment in a technical field; two or four year college programs in science or technology; or four year college in other fields. Although the school does not require an entrance examination, it has a rigorous academic program and high standards of achievement. Course work is often sequential and students are expected to devote considerable effort to academic studies. The educational program offered is demanding because the technical fields themselves are demanding. Discipline and academic standards must remain high for each student. To do less would only frustrate the potential achievement of all students.

FACILITIES

The Umana Harbor School was opened in 1974. The new facility has 36 instructional classrooms arranged in groups of 4, with glass partitions. Each room has a color television which can be used for closed circuit programs. There are ten science labs, two art rooms, five resource rooms and one typing room. Construction is not yet complete. Plans call for creating additional offices, enclosing the drafting room, repairing the swimming pool and constructing a new cafeteria.

The Umana also houses a community school program, available to people of the community, usually afternoons & evenings. The Headmaster has a close relationship with the staff of this program.

TEACHER COMMENTS: *"It offers unique programs that no other Boston school offers." * "All the materials that are needed are not there." * "The parents are playing a useful role." * "Parents do not seem to want to communicate with me." * "A very good faculty." * "We aim for student achievement." * "We have our problems, but the Headmaster's door is open."*

PARENT COMMENTS: *"It has more to offer than other schools." * "Lots of homework, subjects very interesting." * "You have to make an appointment, instead of just being able to go up to the school when you want." * "I'm too far away to go to the meetings." * "Children are allowed to pick the field they want to excel in." * "It has very high standards."*

RESEARCHER COMMENT

STUDENT ACTIVITIES

The school offers the following varsity sports: Football, Basketball, Softball, Soccer, Track, Swimming, Baseball, Tennis, Bowling, and Hockey.

Students may choose to participate in these clubs: Science, Music (orchestra), Chess, Swimming, Ski, and Yearbook. A school newspaper is in the planning stage. Transportation is provided for after-school activities.

Discipline procedures provide for students staying after school for some offenses and getting suspended for serious matters. At the end of the suspension period, the student must come to school with a parent. As of January, 30 students have been suspended during the current school year.

The school has a Racial/Ethnic Student Council (RESC). It was formed by an election among the students, and it holds regular meetings which the Headmaster attends.

STUDENT COMMENTS: *"The technical areas are very good." * "The building was poorly constructed." * "The school is strict but not strict enough." * "You can feel a slight tension." * "The school lunches are horrible." * "You really learn about medical things, aviation, computers!"*

PARENT INVOLVEMENT

There is a Parent Council (REPC) which meets every month (2nd Tuesday). The Headmaster attends the meetings.

West Roxbury High

WEST ROXBURY HIGH SCHOOL
1205 V.F.W. PARKWAY
WEST ROXBURY, MASSACHUSETTS 02132
Telephone: 323-4866

Donald Pellegrini, Headmaster
Total Enrollment 1978-79 - 1420
White: 577; Black: 794:
Other Minority: 49

A District 3 school with a Magnet
Cooperative Industrial Program



EDUCATIONAL PROGRAM

West Roxbury High School is a new four year comprehensive high school housed in a unique, contemporary building, constructed to organize the school into four self-contained "houses", each with its own section of the building and administered by its own "housemaster".

The "houses", with their smaller groups of students, create a more family-like atmosphere. This provides the housemaster, the counselors, and the faculty with an opportunity to know the students on a more personal basis, and it enables each student to receive more individual attention and help.

The modern design of the school, with carpeting throughout, is very conducive to a quiet, restful environment for learning. The pace is easy and relaxed, and the tone is one of mutual interest and concern for all in the school family.

MAGNET PROGRAM: West Roxbury High School offers a city-wide magnet program in Agri Business, specializing in conservation, animal science, ornamental horticulture, floriculture, laboratory animal care, environmental landscape, and agriculture mechanics. (For more information see the West Roxbury description in the "Cooperative Industrial Programs" section of this book.)

An Honors Program is available for academically talented students in the College Preparatory course, with an emphasis in English, History, Science and Math.

BILINGUAL PROGRAM: The school has a bilingual program which consists of classes conducted in the Greek language. It serves over fifty Greek students. Courses taught in Greek include: Biology, Civic Education, English-as-a-Second-Language, Health, U. S. History, and Theater Arts.

COURSES: Curriculum offerings are comprehensive and programs for both Business and College-bound students provide a well-developed range of options.

Each student is required to take four years of English and Physical Education and one year of Career Exploration, Earth Science, Developmental Reading, Biology, Health Education, and U.S. History. Three years of Math and/or Bookkeeping and Typing are also required.

A seventh-period optional activities schedule is offered to all students and includes thirty-two clubs, sports, special tutorial programs, school newspaper, and recreational events. Bus transportation is provided and many of the students take advantage of these opportunities.

"Career Exploration" is required of all ninth graders, and each student, through a series of simulation experiences is able to explore career options in: Business-Distribution-Government related employment, Foods-Home Services-Health related employment, and Manufacturing employment. All students are familiarized with the Massachusetts Occupational Information System (MOIS) in the computer room and many are trained in its use. Visiting speakers from outside agencies, a "career day", and emphasis on job-hunting skills for twelfth graders are other features which round out the school's career program.

"Special Needs": Approximately 197 students are served by two Evaluation Team Coordinators. Of these students, 31 are in 3 separate special needs classes. The building is equipped with ramps and an elevator which easily accommodates the 13 students who require wheelchairs.

OTHER PROGRAMS AND SERVICES: Under "Chapter 636", the school received \$38,224.00 in funding for 1978-79. This has enabled the development of remedial reading programs, a Library Aide position, and Art and Graphics resources.

Boston College is paired with the school and together they have developed a tutorial program, a career awareness program, a college readiness program, a school profile and newsletters.

The school's business partner has been the New England Merchants' Bank. This

collaboration has resulted in: Career Days, a reading/math tutorial program, consumer education workshops, instruction in job-hunting techniques, computer programming, an internship program, a speaker program, a "Close-up" program (concerning involvement in government), field trips, and the publication of a booklet, "A Guide For Career Planning".

There are a variety of alternative education programs open to students. These include Another Course to College (ACC) and "project Space". There are also flexible Campus Programs including Work Study programs and Human Services courses which enable students to acquire the occupational skills and attitudes necessary to succeed in the world-of-work.

The school has a relationship with a number of community agencies and uses their services for referrals and evaluations.

POST GRADUATE INFORMATION: In 1978, 264 students graduated from West Roxbury High School, with 76 going to college, 6 enrolling in technical school, 15 going into business training programs, 14 joining military services, and 112 entering employment. Forty-eight of the graduating students received scholarships for further study.

HEADMASTER'S STATEMENT

We are a comprehensive high school with a total population of approximately 1400 students. In addition to being a district high school, we at West Roxbury High School offer an Agricultural-Business Magnet Program for students throughout the city. In keeping with the proud tradition of academic excellence at West Roxbury High School, we have also instituted an Honors Program for those students with high motivation and above average skills.

We, the faculty and students of West Roxbury High School, are aware of the many challenges of today's complex society and we are excited knowing that we are meeting many of those needs with our varied curriculum and programs.

FACILITIES

West Roxbury, completed in 1975, is one of the newest, most modern facilities in Boston. The structure consists of 6 floors on one side of the building and 4 floors on the other side.

Since it is a "community school" all of its facilities are open to the public for use on an "extended-day" basis, usually mid-afternoon through evening.

There are 6 science labs, an art area, a greenhouse, resource rooms, 4 language labs, 3 typing rooms, a business machine room, woodworking and metal shops, an auditorium, a gym, a pool and a cafeteria. The school has a library, with the full-time services of a librarian.

TEACHER COMMENTS: "A good atmosphere for learning." * "Facilities are new and Modern; they are well-kept compared to other city schools." * "The agricultural Dept. has an excellent program." * "Its multi-thematic, varied curriculum, with a relatively happy faculty and peaceful setting, is conducive to those students that truly seek quality education."

STUDENT ACTIVITIES

The Headmaster meets with the Student Council once a month and has an "open door" policy with this body. Two representatives are elected to the Council from each homeroom and the group meets weekly. The Racial/Ethnic Student Council is included in the Council, but it meets separately if there are any racial matters to be handled.

STUDENT COMMENTS: "It is a nice, well balanced school." * "We have a good teaching staff, and they take time with the kids that have a hard time learning English." * "We need more minority teachers." * "It is a clean school, and they offer a lot."

PARENT INVOLVEMENT

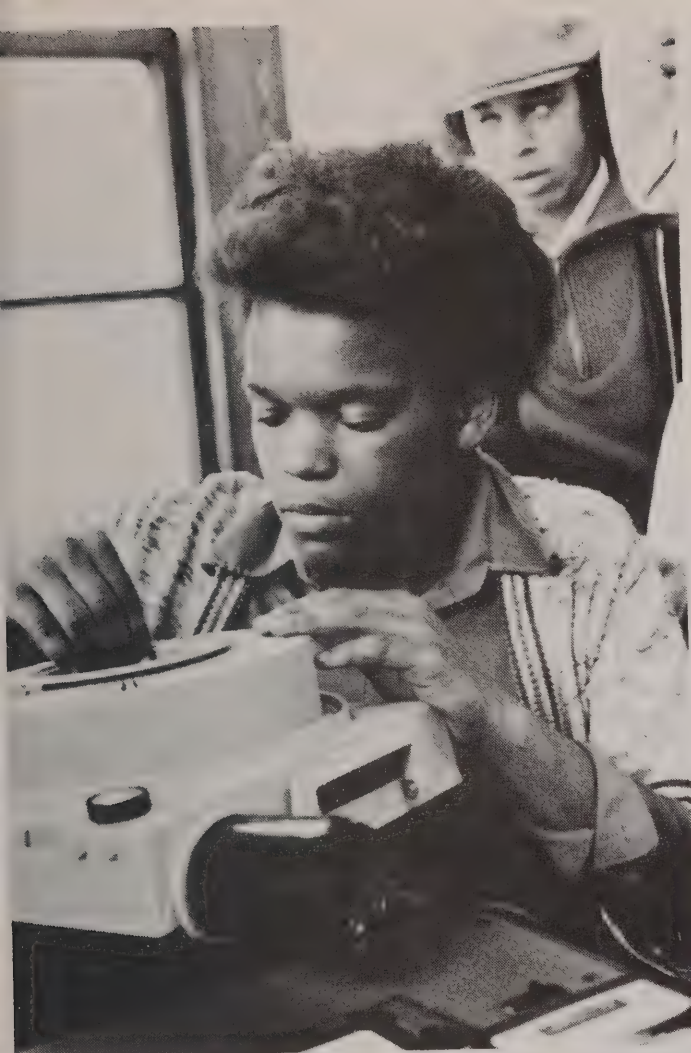
The school has both a Racial/Ethnic Parent Council (REPC) and a Home & School Association. The REPC is very active. Both groups contribute to the life of the school.

PARENT COMMENTS: "It has an excellent teaching staff and we've had a chance to meet with each teacher and the opportunity to communicate with them is always there--all it takes is a phone call." * "They need a bilingual person in Spanish." * "The spirit of the school is strong. My children are very involved in the activities--it holds their interest and teachers react with enthusiasm along with the students." * "We need transportation for parents." * "I've felt very welcome in the school."

RESEARCHER COMMENT

Upon entering the school you are impressed by a feeling of pride and school spirit. The entire faculty and administration expresses concern for meeting the needs of all the students. The special activities period is the highlight of each day.

The extensive use of the building can cause problems of maintenance and upkeep. The remote location of the school makes it difficult for many parents to participate in parent activities and to visit the school to discuss the progress of their sons and daughters.



↓ *ENGLISH LANGUAGE CENTER*



← *ANOTHER COURSE TO COLLEGE* ↑

special programs



Another Course to College

ANOTHER COURSE TO COLLEGE (ACC)
PETER FANEUIL SCHOOL
60 JOY STREET
BOSTON, MASSACHUSETTS 02114
Telephone: 742-5711

Ruthann E. Kelley, Acting Director
Total Enrollment 1978-79 - 190
White: 92; Black: 84;
Other Minority: 14

EDUCATIONAL PROGRAM: Another Course to College (ACC) is a two-year College Preparatory Course for 11th and 12th grade students (from any Boston Public High School) who meet admission requirements. These requirements are: a student must have a minimum of 42 Boston school credits, qualifying them to be high school juniors; a student must express a desire to attend college; a student must expect and be willing to do a great amount of homework. Students from the 3 "exam schools", Boston Latin Academy, Boston Latin, and Boston Technical High, are not eligible for this program. Students are assigned to a "home high school" but spend their entire school year at ACC. This program was designed to meet the needs of students who have not had previous College Preparatory experience or who have been involved in a college course but needed more, individualized academic attention. The theme of intensive academic studies is implemented by the staff, with support services from the University of Massachusetts/Boston.

The guidance department provides regular counseling services for students thus reinforcing the College Preparatory theme. Students also have an opportunity to enroll in courses at U.Mass. and to use the Harbor Campus facilities, thereby exposing them to a college atmosphere.

COURSES: The Core Curriculum is entirely designed to prepare students for college. It is taught by Boston Public School teachers who are, at their request, on assignment from their "home" school. The required subject areas for each student are: English, Math, Science, Language and Social Studies. Classes are not divided by grade level with the exception of English, therefore, students may choose courses according to their interests and abilities. The program has no formal bilingual class; however, a U.Mass. professor meets 4 days a week and tutors students whose native language is not English. At report card time, in addition to letter grades, written comments are provided on a student's progress.

"Career Exploration": Career Exploratory and Work/Study programs are not available at ACC, but part of the junior guidance component explores the career decision-making process and provides related educational information.

OTHER PROGRAMS AND SERVICES: ACC received Chapter 636 monies from the State Dept. of Education which provided for a Massachusetts Occupational Information System (MOIS) and funded half the guidance program, which includes a guidance counselor, vocational tests and career interest inventories. ACC staff provide tutorial and remedial assistance for all students.

The program's university partner is U.Mass-Boston, which provides guidance and secretarial services.

Community agencies that participate in the program are: School Volunteers for Boston, Harvard Upward Bound, Brandeis Upward Bound, and Bridge.

As part of ACC's guidance program, a counselor meets with each student once a week and provides assistance in course selection, orientation, career counseling, personal counseling, and some informal job placement.

A nurse and doctor spend a brief time once a week in the building. ACC does not provide a breakfast or a lunch program, but students have access to local eateries.

POST GRADUATE INFORMATION: Ninety-seven students completed the program in 1978. Of these, 70 went to college, 3 entered technical schools, 4 entered business training, 4 entered military service, and 11 entered employment. Fifty of these students received scholarships.

DIRECTOR'S STATEMENT

A.C.C. was developed to meet the need for an intensive college preparatory program to address the needs of two specific groups of students. The first is a group who, having reached the midpoint of their high school careers, decide they want a college education. Often these students feel that they cannot make the transition in their home high school because of any number of reasons. The second group is students who are already in a college course but for any number of reasons are unhappy with it.

We believe that a small student body, a talented group of educators, and a totally college-oriented environment is the answer to the needs of many of these students.

FACILITIES: A.C.C. is housed in the former Peter Faneuil School, which was built in 1909. It is located on the North side of Beacon Hill and is near MBTA lines. The setting offers many opportunities for students to use local museums, libraries, art galleries, theatres, and university facilities. However, the building is old and lacks some physical conveniences, including a school library, science labs, gymnasium and cafeteria. Private space is also needed for individual counseling. Future plans call for ACC to have access of the entire building, which is presently shared with other programs.

STUDENT ACTIVITIES: Students participate in sports and other extra-curricular activities at their home schools. There is no formal student organization at ACC but students determine courses and tutorial arrangements and assist in evaluating teachers. In addition to this, students participate in a Multi-Cultural Club, which has 25 members that celebrate a different culture each month. The Choral Society is also very active. Students are responsible for their own transportation for after-school activities. STUDENT COMMENTS: *"Students who have graduated from this program have all agreed that it has been a great asset to their growth and development." * "If you want to get away from the hustle and bustle of big schools come here, but have the motivation to learn." * "Friendship & concern among faculty & students is not uncommon here!"*

PARENT INVOLVEMENT: ACC has no REPC or Home & School Association. However, a Parent Council meets monthly. The parents are involved with organizing fund-raising events for the yearbook, the prom, and school rings. PARENT COMMENTS: *"Students stick together and help one another." * "Physically there is a need for more space." * "The guidance department is great." * "The school makes you feel like something special."*

EDITORIAL COMMENT

A.C.C.'s educational philosophy and objectives are generally met because students and staff have a sincere desire to attend the school. Parents understand and support the academic theme, along with the director, who works constantly to maintain the success of the program. Students who are willing to make an academic commitment will find ACC an attractive program.

English Language Center

ENGLISH LANGUAGE CENTER
ABRAHAM LINCOLN SCHOOL
152 ARLINGTON STREET
BOSTON, MASSACHUSETTS 02116
Telephone: 426-2276

William J. Mallen, Administrator
Total Enrollment 1978-79 - 362
White: 135; Black: 114;
Other Minority: 113

EDUCATIONAL PROGRAM: The program of the Center is focused on teaching its students to read, write and speak English. All students are initially tested and interviewed to determine their levels of ability in English. Then a student is placed into one of 6 levels of instruction. The program is flexible and classes are open-ended, so a student may move to a more advanced level at any time s/he is ready. Most of the students are at the Center for about a year before leaving to work or to attend another school.

There are three basic age groupings of students at the Center, each with a somewhat distinct program. One group consists of students aged 13 to 16. Being of mandatory high school age, they are enrolled in the high school course; all subjects are taught using English-as-a-Second-Language (ESL) materials and methods. The Center has no "12th grade" level; approximately 90% of the students eventually transfer to regular high school programs. The second group consists of students aged 16 to 20. These students may study only English if they choose; however, they are encouraged to take whatever subjects they may need to complete a high school course. The third group is the students aged 21 and older. These students primarily study English, though they may also take courses in other subjects. Many of these students attend the Center in order to prepare for specific goals, such as college admission, license examinations for certain trades, or citizenship.

COURSES: The subjects taught as part of the high school course are English, Science, Math, U.S. Geography, U.S. History, U.S. Government, Multicultural Awareness & Physical Education. Career Awareness is also taught, and Art is offered as an elective. Part of each day, students study spoken English in a Language Laboratory period. There is a course on Citizenship taught to the post-high school students. The English Language instruction is generally divided into 3 levels: Beginning, Intermediate and Advanced. Students are taught skills such as pronunciation, conversation, vocabulary, reading, writing, spelling and grammar.

"Career Exploration": Career information is provided through the Career Awareness course, through guest speakers & through printed materials (written in ESL fashion).

"Special Needs": The Center has 14 students with identified special needs. There is one special education class at the Center. Coordination of special needs (Chapter 766) services is the responsibility of the part-time guidance counselor.

OTHER PROGRAMS AND SERVICES: The Center has received \$4,800 in State Chapter 636 funds this year. This has been used to support its university pairing with Emmanuel College, which provides teachers' aides and individual & small group tutoring. Using a federal grant (\$2,700) from ESAA, the Center is running a program of integrating new minorities through ESL courses in four subject areas.

Through the Flexible Campus program, 26 of the students are currently taking different types of skill training at various agencies and work sites.

Student field trips are a regular feature of the Center Program. The Center uses the services of a number of community agencies. Among these are Opportunities Industrialization Center (OIC), Work Incentive Program (WIN), Lumen Vitae, the Multilingual Library, Holy Trinity ESL, Little City Hall & South End Neighborhood Action Program (SNAP).

Guidance services are provided by a counselor on a half-time basis. Most of this time is spent with the students taking the high school course. A nurse comes to the Center 3 days a week, and a doctor visits daily. The South Cove Community Health Center is nearby for other needed health services. Breakfast and lunch are available.

POST GRADUATE INFORMATION: The Center does not grant high school diplomas. Many students, however, are high school graduates when they enter. Of those who attended the Center last year, 42 went to college (18 received scholarships), 7 entered technical schools, 6 went into business training and 2 entered military service.

ADMINISTRATOR'S STATEMENT

The English Language Center, a conveniently located magnet school, is devoted to the direct method of teaching English to high school and adult immigrants and inmigrants who want to learn the language. A full-time day high and post-high school, open-ended, ungraded program is offered by a specially-trained, caring staff. Stress is placed on speaking, reading, writing and computational skills. Students are not isolated by language or race, but study intensively and in harmony on six levels, after initial interviews and tests. Courses include: 2 language laboratories, history, geography, government, 5 math sections, science, physical education, career and multicultural awareness. Students are welcome from September to June. Appropriate academic credit is granted and universally accepted.

FACILITIES: The English Language Center is housed in the Abraham Lincoln School building, which was constructed in 1916. The building has 4 floors. Among its features are a science lab, an Art room, a resource room, 2 language labs, an auditorium and a small cafeteria. The Center has been seeking to develop a library. Physical improvements that have been requested for the building are: painting, refurbishing windows, and installing ramps and an elevator (for access for handicapped people).

STUDENT ACTIVITIES: The Center has a Student Council of 18 members, elected from each homeroom. The Council meets monthly and makes recommendations on course additions and other improvements. The Administrator attends the meetings on invitation. The extra-curricular activity at the Center is the Photography Club. STUDENT COMMENTS: *"It is very interesting to be in this school. There are students from all parts of the world." * "It is a very good program." * "I would like to have the books to study at home." * "It's a quiet school, no fighting." * "Lunch is too expensive." * "I would like a library here."*

PARENT INVOLVEMENT: The Center has an Advisory Council which meets about 3 times a year. This Council is comprised of parents who volunteer, students who are elected, and representatives of social agencies which provide services to Center students.

EDITORIAL COMMENT

The student body at the Center represents 57 countries, 32 different native languages, and a wide range of ages. For all this diversity, one is especially impressed to find an atmosphere so harmonious & friendly. The faculty and administration are experienced in their field and seem very concerned for the well-being of the students. In order to enhance the Center's ability to serve its students, the guidance staff should be increased, there should be a coordinator assigned for special needs services, and the resources should be provided to establish and operate a library.

Occupational Resource Center

THE PILOT OCCUPATIONAL RESOURCE CENTER (ORC)
240 HEATH STREET
JAMAICA PLAIN, MASSACHUSETTS 02130
Telephone: 566-4425

Frank G. Power, Jr., Headmaster
Total Enrollment 1978-79 - 636
White: 117; Black: 292;
Other Minority: 117

GENERAL INFORMATION AND OBJECTIVES: The Pilot Occupational Resource Center (ORC) is a vocational education facility offering half-day skills training and career exploratory courses in Allied Health and Service Occupations. Enrollment is open to high school students, out-of-school youth, and adults who reside in Boston. High school students continue to take their academic subjects at their "home" high school and are released for three periods a day in order to take the ORC skills training and career exploratory courses. Programs emphasize individualized instruction. Applications are accepted throughout the year. The school maintains a policy of open-enrollment toward all applicants, as space permits. Round-trip transportation for the ORC programs is provided for high school students.

COURSES: Courses are offered in the following occupational areas: Cosmetology, Fashion Design, Culinary Arts, Health Services, Medical Secretarial, and Bilingual Business Skills. Most programs run for one year with exceptions noted in the course descriptions. Major features of these programs are summarized below.

Cosmetology: Upon the completion of 1000 hours of class work, the student is awarded a certificate which makes him or her eligible to take the State Board exams. This course normally takes two and one-half years to complete. Spanish bilingual instruction is available.

Fashion Design: Courses include the study of textiles, power machine technology, industrial garment assembly, clothing construction, custom dressmaking, tailoring, and pattern-making. Graduates of this program qualify for entry-level positions in the garment industry, in fashion coordination, and in boutiques.

Culinary Arts: "Commercial Foods" is a two-year course which teaches the basics of cooking, the use and care of equipment, buying and storing food, sanitation, and menus during the first year. The second year includes gourmet cooking, how to set up a buffet, the preparation of hors d'oeuvres, baking, and meat cutting. The Restaurant Management Course teaches sanitation techniques, storeroom and stewarding operations, Business Law as it relates to the food industry, cost analysis and menu planning, and basic supervision. Spanish bilingual instruction is offered.

Allied Health Services: Courses are offered to students who are interested in becoming Hospital Assistants, Health Aides, and Medical Secretaries. Clinical experience is provided in affiliated hospitals: The Veteran's Administration (in Jamaica Plain), Children's Hospital, Boston City Hospital, and University Hospital. Students often receive job offers from the hospitals where they receive their clinical training. Spanish bilingual instruction is offered for Nurse's Assistants.

Bilingual Business Skills: Provides courses geared to training typists, secretaries, and key-punch operators, for students whose primary language is Spanish. Emphasis is placed on increasing the students' awareness of opportunities in business and office occupations.

Special Needs: A Special Needs Occupational Education team is studying the possibilities for adapting courses to accomodate students eligible for 766 services. A Food Service program is offered to 6 Bilingual Special Needs students.

COUNSELING AND JOB PLACEMENT: Guidance services are provided in English and Spanish to assist students in clarifying occupational goals and in selecting courses. Job development assistance is provided by teachers and guidance personnel. Last year, eighty percent (80%) of those who completed their programs were placed in jobs.

HEADMASTER'S STATEMENT

"The Pilot Occupational Resource Center is the Flexible Campus Occupational Program for all students in grades I0, II, and I2 in the Boston Public Schools. The school offers skilled training and career courses in Allied Health and Human Services. Half-day programs in Cosmetology, Fashion Design, Culinary Arts, Health Services, Medical Secretary and Bilunghal Business Skills are available. We cordially invite students and parents to investigate the many educational opportunities offered. If you would like to learn more about the programs at the Occupational Resource Center, information may be obtained through the Flexible Campus Coordinator at any high school. Adults may contact the Occupational Resource Center directly."

EDITORIAL COMMENT

There are many positive features of the pilot ORC which deserve mention: the empathetic faculty, the strong emphasis on guidance and job placement, the flexibility which allows students to change courses, individualized instruction, and an opportunity to learn marketable skills which are useful to the student even if he or she decides not to seek employment in the area of training. However, the ORC, now housed in the old Jefferson School, is burdened by the poor physical condition of its building. Another problem is that most course offerings are in traditional sex-stereotyped occupations (as the disproportionate female enrollment demonstrates). Training for skilled trades and crafts is not offered. Presumably these problems will be overcome when the pilot ORC programs are incorporated into the Hubert Humphrey Occupational Resource Center, now under construction and scheduled to open by September, 1980.

HUBERT HUMPHREY OCCUPATIONAL RESOURCE CENTER (ORC)

The Hubert Humphrey Occupational Resource Center, located next to Madison Park High School, is presently under construction. This vocational educational facility will probably be fully operational by September, 1980 and will offer career exploratory courses and advanced skill level training in a wide variety of occupational areas. The ORC is planned as a non-residential school, in that no student will be enrolled on a full-time basis. Students will remain enrolled at their home high school for academic subjects and will be transported to the ORC for vocational training.

The philosophy of the ORC is to provide individualized competency-based instruction in a cluster or family of occupations, requiring common skills. This provides the student with a broad range of job skills. Training will be offered in occupational areas which the U.S. Department of Labor and the First National Bank of Boston consider to be the employment opportunities for this area. The clusters which will be offered are: Business/Office Occupations; Personal Services Occupations; Metal Fabrications; Printing/Graphic Arts; Vehicle Maintenance/Power Mechanics; Health Services Occupations; Laboratory/Technical Science; Woodworking/Construction; Plumbing; Communications/Media; Electricity; Electronics. Students who elect one cluster as an area of specialization will be permitted to study related subjects in other clusters.

We must emphasize however that these programs are still in the curriculum development stage and there may be substantive changes in the offerings due to changes in supply and demand in the labor market. It is important for parents and students to keep informed of developments in the ORC planning process so that they may consider the options available at the ORC when planning for career education.





↑ BUSINESS MAGNET/EAST BOSTON



WOODWORKING/DORCHESTER ↑

Cooperative Industrial & Magnet Vocational Programs

AUTOMOTIVE/BRIGHTON ↓



INTRODUCTION TO BUSINESS AND VOCATIONAL EDUCATION

The City-Wide Educational Coalition (CWEC) decided to focus on the existing vocational education programs for two reasons: 1) there is consensus that there is a need for such programs and 2) most parents and students lack adequate information about the quality content of what is offered. A frequently quoted figure is that 70% of Boston's High School graduates do not go to college, technical schools, or business schools. The high rate of unemployment of youth between the ages of 16 and 21 is attributed to inadequate preparation for the world of work in terms of job skills, attitudes, and good work habits. The objective of vocational or career education is to provide high school graduates with saleable skills and an awareness of what is likely to be expected of them on the job. The purpose of this project was to determine if the vocational education programs in Boston are indeed attaining this objective.

A questionnaire was administered to the coordinators of vocational education throughout the city. Questionnaire items covered the training content, equipment and facilities, calibre of instructional personnel, job placement and follow-up data, and the degree to which the program interrelates with the comprehensive high school in which it is housed. All coordinators were interviewed at length by our vocational education specialist. Each training facility was toured. Administrative and managerial staff from the central administrative offices and vocational teachers were interviewed. Descriptive profiles and editorial comments were drawn from the results of the interviews.

The cooperative vocational education programs are open to students from all parts of the city. The student spends alternate weeks in the classroom studying academic and trade-related subjects and in the shop learning the skills and procedures of the chosen trade. Advanced students are permitted to accept paid supervised work assignments in local industry during their shop week. Through this mode of learning, the student has the opportunity to acquire the equivalent of one year of work experience and three years of training while completing the requirements for a high school diploma. In accordance with requirements specified by the State Division of Occupational Education, all vocational education teachers have solid work experience in the trade that they are teaching. The overall objective of these programs is to produce high school graduates who are qualified for immediate employment in specific trades. School Department officials expect that these programs will admit ninth grade students for the first time in September 1979. As of this writing, this policy has not been implemented. Present eighth grade students should check with the School Department about the availability of ninth grade vocational education.

Students interested in enrolling in any of the cooperative industrial programs or in the East Boston Magnet Business program must select the specific program on the Application for Assignment form, and not merely the school in which it is housed. A student enrolled in any of these programs who wishes to transfer into another cooperative program or to a college preparatory course must secure a transfer from the Department of Implementation. Therefore, the vocational education student does have less flexibility than a student in a comprehensive high school.

This section of the High School Guide is one resource to consult when choosing a high school or a career education program. Prospective students and their parents are urged to speak to currently-enrolled students and to program graduates to hear their opinions about the programs. If at all possible, a visit to the program being considered should be scheduled. Serious thought should be given to the choice of a vocational education program as it is not easy to obtain a programmatic transfer once enrolled. All programs admit male and female students. We have included enrollment data by sex for your information.

AGRI-BUSINESS

WEST ROXBURY HIGH SCHOOL
1205 V.F.W. PARKWAY
WEST ROXBURY, MASSACHUSETTS
Telephone: 323-4866

Edmund Sprissler, Coordinator/Director
Total Enrollment 135
White: 58; Black: 64; Other: 13
Male: 84; Female: 51

A Magnet District IX Cooperative Industrial Program

GENERAL INFORMATION AND OBJECTIVES: The city-wide magnet vocational Agri-Business program located at West Roxbury High School, accepts 9th and 10th grade students. Courses are offered in the fundamentals of agriculture and horticulture with emphasis in the following areas: Conservation, Animal Science, Ornamental Horticulture, Floriculture, Laboratory Animal Care, Environmental Landscape, and Agriculture Mechanics. The aim of this program is two-fold: to provide skills development to students who plan to work immediately after graduation, and to provide a foundation for further study.

COURSES: The curriculum of the Agri-Business Program is unique in that the students are fully integrated into the comprehensive high school for their academic course-work. A student elects either the business or college preparation course. The course-work is divided evenly between academic and vocational subjects. Students are expected to work part-time during the school year in a job which is related to Agri-Business. In addition, they work full-time for 11 weeks during the summer. The summer work experience is supervised by the Coordinator/Director of the program. During peak seasons for flowers and plants, such as Easter and Memorial Day, some students may be released for temporary employment in nurseries and florist shops. For the past two years, students have produced poinsettias and have sold them within the school at Christmas-time. This simulated business experience provided students with an understanding of florist operations. Agri-Business is extremely popular and is presently over-subscribed. However, applications are being accepted for next year. The popularity of the program is attributed to several factors: increasing concern about ecology; interest in caring for animals; the growth of ornamental horticulture; and the exceptional facilities at West Roxbury High School, such as the greenhouse, the land laboratory, and the animal laboratory. Agri-Business students frequently take field trips to the Arnold Arboretum & to Franklin Park. A Flexible Campus Program has been developed in conjunction with Boston College at Hale Reservation in Chestnut Hill. This deer park is a natural laboratory for conservation activities. Agri-Business was formerly the Agriculture Program at Jamaica Plain High School. The curriculum was revamped in 1972 to reflect the changes in employment opportunities which had taken place. Increased emphasis has been placed on floriculture and ornamental horticulture, as opposed to the former emphasis on agricultural production and distribution. There has been no turnover in the teaching staff in seven years. The faculty take continuing education courses which have been developed specifically for the Massachusetts Vocational Agriculture Teachers Association. There are sixteen Special Needs students who take one or two courses in the Agri-Business Program. There are no bilingual courses offered.

COUNSELING AND JOB PLACEMENT: The Coordinator/Director works very closely with the high school guidance counselors in providing career counseling. Because one-half of the Agri-Business students are enrolled in the Business Course and the other half are enrolled in the College Preparatory Course, it is essential to identify those students who have the interest and ability to further their studies in agriculture-related fields early in the program. With proper guidance in the course selection process, a student improves his or her chances to be admitted to the Stockbridge School of Agriculture or the Essex County Agricultural Institute.

College majors related to Agri-Business are Agriculture, Botany, Animal Science, and Landscape Architecture. Of the 18 students who graduated in 1978, 5 went to college, 2 went to business school, 2 went into the military, 6 obtained jobs related to agri-business, and 3 went to work in jobs unrelated to agri-business.

COORDINATOR'S MESSAGE

*"Do you.....enjoy working outdoors?
enjoy having pets and caring for them?
enjoy taking care of plants?"*

Would you like to work toward a career in Landscape Architecture, Animal Research, Greenhouse Operations, or Retail Florist Operations? A good start toward answering these questions is to investigate the Agri-Business Natural Resources Environmental Education Program at West Roxbury High School.

The program has many Agri-Business specialties. However, the curriculum is designed to meet the needs of both the vocational student and the student who wishes to enter an agricultural college after graduation. To fulfill both needs, the program contains academic and vocational subjects.

Being a student at West Roxbury High School, you will be an integral part of the comprehensive school program. Many club activities, along with a complete sports program, are offered to complement your education.

Agri-Business is "in" at West Roxbury High School."

EDITORIAL COMMENT

Agri-Business is the only Cooperative Industrial Program whose current enrollment exceeds its authorized maximum capacity. The popularity of Agri-Business can be largely attributed to facets of the curriculum structure which are unique to vocational programs in Boston.

- the traditional gap between vocational and academic learning has been bridged by fully integrating the vocational students into college and business courses for their academic work.
- the program is structured to allow the student to explore a variety of career areas during 9th and 10th grade. Specialized courses are taken in grades 10, 11, and 12.
- the diverse occupational opportunities, such as agricultural mechanics and floriculture, within the Agri-Business field appeal to a broad spectrum of students.
- the subjects included in the program have recreational applications.
- students acquire supervised work experience in the summer rather than during the school year. Therefore, the work experience does not prevent the student from participating in extra-curricular activities or sports.

In short, the strength of this vocational program is that it does not isolate its students from the rest of the student body. The percentage of students who go to Agricultural College or work in the field of Agri-Business is high. However, it should be noted that many jobs within Agri-Business are seasonal and do not offer exceptional opportunity for career advancement and increased earnings.

WOODWORKING~UPHOLSTERY~FURNITURE

DORCHESTER HIGH SCHOOL
9 PEACEVALE ROAD
DORCHESTER, MASSACHUSETTS 02124
Telephone: 436-2555

John Timmons, Coordinator/Director
Total Enrollment 91
White: 43; Black: 43; Other: 5
Male: 75; Female: 16

A Magnet District IX Cooperative Industrial Program

GENERAL INFORMATION AND OBJECTIVES: The Magnet Cooperative Architectural Woodworking, Upholstering, and Furniture Finishing Programs are located at Dorchester High School, and are open to tenth and eleventh grade students from throughout the city. As of this writing, there is a strong possibility that ninth grade students will be admitted for the next school year. Interested students should contact the School Department to see if this policy has been implemented. A student selects one of the three related, yet distinct, occupational areas. The objective of these programs is to provide the student with practical training and work experience so that upon graduation he or she is qualified to work in the fields of woodworking, upholstery, or furniture finishing.

COURSES: In the Architectural Woodworking Program, formerly known as the "Cabinet-making Program", alternate weeks are spent in the classroom, where students are taught academic and related vocational subjects, and in the cabinet shop, where students learn milling operations, and the fitting and assembly of furniture parts. The academic component includes the following courses: English, Social Studies, Related Math, Related Science, Drafting, Shop Process, Physical Education, and Health. "Related" academic instruction is essential to the woodworking trade because cabinet-makers must be able to read blueprints and must have sound mathematical ability in order to do layout work. Tenth grade woodworking students spend their shop week in the Bench Room, where they learn to use hand and power tools and how to operate hand and power-fed woodworking machines. They learn to assemble and fit the furniture parts milled by eleventh grade students. The Mill Room is equipped with twenty-six woodworking machines which are comparable to those used in industry. Eleventh grade students spend their shop week learning to maintain and operate a variety of woodworking machines. They also learn to verify the cuts, angles, and dimensions by using gauges, squares, rules, and templates. Twelfth grade students spend some time in the Bench Room refining their fitting and assembly skills, before being placed in a supervised cooperative work site.

The coursework for the Furniture Finishing Program is divided evenly into classwork and shop components. Classes are structured on an alternate-week basis. Classwork consists of the required academic subjects: English, Related Math, Related Science, Social Studies, Health, Physical Education, and related instruction in drafting and shop process. Tenth and eleventh grade students spend their shop week learning how to repair and refinish old furniture and how to finish the new furniture which is made by the Architectural Woodworking students in the Cabinet Shop. Some of the skills learned are stripping old furniture finishes, matching stains, and the operation of spraying equipment. Advanced eleventh grade students and most twelfth grade students are encouraged to accept cooperative work assignments in local furniture repair shops during the shop week. These work sites are supervised by the Placement Coordinator.

The Upholstery Program also operates on an alternate-week basis, with students spending one week in the classroom and the next week in the shop. The classwork is essentially the same as in the other two programs, except that Drafting and Shop Process are geared toward the upholstery trade.

During the shop week, tenth, eleventh and twelfth grade students are assigned to the large Upholstery Room, where they are taught how to upholster new custom furniture and how to re-upholster old furniture. The furniture used for training purposes is brought in by members of the community, who pay for the materials used. Students become skilled in the entire upholstery process, including how to operate industrial sewing machines and how to use the air-staplers which are used to apply the outer fabric covering. Advanced eleventh grade students and twelfth grade students are placed in jobs in upholstery shops during their shop week. These work sites are monitored by the Placement Coordinator to ensure that the student is performing satisfactorily.

COUNSELING AND JOB PLACEMENT: The Placement Coordinator and the Coordinator/Director provide guidance services to the coop students. Of the twenty-six seniors who graduated from the Woodworking Program in 1978, seventeen were placed in cabinet-making jobs; one went to college; and two entered the military.

Of the nine students who completed the Furniture Finishing Program, five were placed in that field, one went to college, and two went into the military.

Of the five students who completed the Upholstery Program, three were placed in upholstery shops and one went to college.

COORDINATOR'S MESSAGE

"Three separate Vocational Trades open to all students are offered at Dorchester High School (Grades 10, 11, and 12) - Architectural Woodworking, Upholstery and Hardwood Finishing. They are designed not only to give the students the basic training and skill required to obtain a job in one of the aforementioned trades, but also to give them the related knowledge which will help them to become department heads or shop superintendents. Many of our graduates are operating their own shops in their chosen field."

EDITORIAL COMMENT

The Architectural Woodworking, Furniture Finishing, and Upholstery students participate fully in the activities at Dorchester High School. Some examples of this participation are: Physical Education classes are shared with other students; Flexible Campus activities are allowed during the academic week; the Vice-President of the school's Student Council is a cooperative industrial student; and nearly 90% of the players on the Hockey Team are cooperative industrial students.

Concern over job opportunities in the three trades offered at Dorchester High School was voiced by the writers of the Unified Plan for Occupational and Vocational Education based on data contained in the First National Bank Occupational Forecast. However, the placement rate for the Dorchester programs has always been high, presumably because the high quality of training there gives its graduates a competitive edge.

AUTOMOTIVE

BRIGHTON HIGH SCHOOL
25 WARREN STREET
BRIGHTON, MASSACHUSETTS 02135
Telephone: 782-6520

Dominic Bruno, Coordinator/Director
Total Enrollment 200
White: 83; Black: 96; Other: 21
Male: 186; Female: 14

A Magnet District IX Cooperative Industrial Program

GENERAL INFORMATION AND OBJECTIVES: The Magnet Cooperative Auto Mechanics Program at Brighton High School aims to train students in all phases of automobile repair: tires, lubrication, tune-up, front-end alignment, steering, electrical, air-conditioning, brake & exhaust systems, and engine rebuilding. The program accepts 10th and 11th grade students on a city-wide basis. As of this writing, there is a strong possibility that 9th grade students will be admitted for the next school year. Interested students should contact the School Department to see if this policy has been implemented.

COURSES: Students spend alternate weeks in the classroom and in the automotive shop, which simulates the work environment of an actual auto repair shop. Subjects offered in the classroom include: Mechanical Drawing, Garage Management, Shop Process, and Automotive Spanish, as well as the core academic requirements. The Shop Process instructor teaches Automotive Theory. During the shop week, 10th grade students observe the instructor and more advanced students doing repair work on automobiles which have been brought in by students, faculty, and residents of the area. In grade 11, students perform automobile repair work under the direct supervision of an instructor. Advanced 11th and 12th grade students spend their shop week working under the supervision of an instructor or on cooperative assignment to a local garage, depending on their level of proficiency. Students who have cooperative work assignments are paid at least the minimum wage. The placement coordinator monitors the work sites in order to evaluate the students' training experience, and to ensure that the students' training plan is followed. The automotive shop is spacious and well-equipped and provides the student with the opportunity to become skilled with the tools and equipment which he or she can expect to use on the job. Sixteen Special Needs students have been mainstreamed into this program by providing two extra periods of academic work for them each week. Students are also taught to maintain the shop as they would be expected to on a real job.

The Coordinator/Director praised his teachers, seventy percent (70%) of whom are Brighton High School Automotive Program graduates. They attend General Motors courses each summer in order to keep abreast of technological developments in the industry.

COUNSELING AND JOB PLACEMENT: Academic, career, and personal counseling is provided by the teachers, the placement coordinator, and the Coordinator/Director. Most students are offered permanent employment by their cooperative work employers. Of the 62 seniors from last year's graduating class, 56 were placed in automotive-related jobs, 4 went to college, and 2 went into the military. The most recent follow-up study that was done for this program indicated that eighty percent (80%) of the graduates were working in automotive or automotive-related careers four (4) years after graduation. The employment outlook for skilled auto mechanics in the Boston area is good, according to the First National Bank Occupational Forecast study.

COORDINATOR'S MESSAGE

"The Automotive Course at Brighton High School is a Cooperative-Industrial Course designed to prepare students for careers in the automotive industry. Students spend one full week in shop learning specific "hands-on" technical skills and one week in the classroom learning the related academic skills necessary for good work habits.

Grade XI and XII students who have learned both the academic and technical skills of the automotive trade are usually (if jobs are available) placed in automotive shops during their shop week and are paid as mechanic's helpers.

Career opportunities in the automotive trade include: tires, lubrication, light and heavy duty repair mechanics, tune-up, electrical, front-end, steering, transmission, brake and exhaust specialists, shop foreman, service salesman and general service managers.

Related career opportunities include: aircraft mechanics, diesel mechanics, automotive insurance collision appraisers, small engine mechanics, automotive parts and accessories salesmen and automotive machinists."

EDITORIAL COMMENT

The automotive program at Brighton High School is the largest of the Cooperative Industrial Programs and is considered to be the most successful in the city. This assessment is based on the high percentage of students who are placed in jobs, as well as the high percentage of graduates who remain and succeed in the automotive field. The coordinator relates very well to students, teachers, and sponsoring employers. The automotive program has been a source of pride to Brighton High School over the years. The editor found the student and teacher morale to be noticeably better than at most other vocational programs. The high level of morale can be attributed to the programs reputation for excellence, the security of knowing that good employment opportunities await the skilled mechanic, and the fact that students are well-represented in extra-curricular activities and sports and are truly an integral part of Brighton High School.

BUSINESS

EAST BOSTON HIGH SCHOOL
86 WHITE STREET
EAST BOSTON, MASSACHUSETTS 02128
Telephone: 567-5216

Anna L. Fisher, Coordinator
Total Enrollment 226
White: 106; Black: 102; Other: 18
Male: 76; Female: 150

A Magnet District VIII Program

GENERAL INFORMATION AND OBJECTIVES: The Magnet Program in Business and Office Education at East Boston High School is a four year program open to ninth graders from throughout the city. This magnet program, now in its second year, offers specialized training opportunities in Legal Stenography, Medical Stenography, Court Stenography (machine or touch shorthand), and Machine Transcription, which are not offered in other high schools.

COURSES: A unique feature of this program is the two-semester Business Exploration Course, which is taken by all ninth graders. In one semester, students explore many job opportunities in the business field: Clerical, Wholesale and Retail, Accounting, Data Processing, Secretarial, and Service. In the other semester, the student is introduced to typing, filing, and office machines, as well as to job-finding techniques. The purpose of the Business Exploratory Course is to familiarize the student with employment possibilities in business and to increase the student's knowledge about the skills and training required for specific jobs. Through this course, it is assumed a student will become more capable of making an informed choice of a major area of study for tenth grade and beyond. Training in the major courses includes: Medical Secretarial, Legal Secretarial, Touch Shorthand, and Machine Transcription. Major courses in Reprographics and Computer-oriented Accounting are being developed. A cooperative internship program for seniors is planned for 1980, whereby Magnet Business students will be given the option to work during their senior year. The Magnet Business Program is staffed with highly experienced teachers. Grant from ESAA have provided approximately \$200,000 in modern office equipment and instructional materials for the program.

COUNSELING AND JOB PLACEMENT: Vocational, academic, and personal counseling are provided by the Program Coordinator and the school counselor. According to the First National Bank Occupational Forecast, the clerical field offers the greatest numbers of opportunities to job seekers in the Boston area.

COORDINATOR'S MESSAGE

"East Boston High School's Business Education Department has always been proud of the dedication and enthusiasm of its teachers and the equipment available to students in their education for office jobs. Many of our students are currently employed in excellent positions as typists, file clerks, bookkeepers, and stenographers in such places as banks, the telephone company, insurance companies, and hospitals in the greater Boston area.

We have recently added a new dimension to our already excellent Business Education Department - the Business Magnet Program - which includes students not only from East Boston, but from the entire city. The new magnet program specializes in office job training that is not offered in other Boston Public Schools. These areas include: Legal Stenography, Medical Stenography, Court Stenography (machine or touch shorthand), Machine Transcription, and Computer-oriented Accounting.

Should you come to East Boston High School in September, be assured that you are WELCOME."

EDITORIAL COMMENT

The innovative curriculum and superior office equipment at East Boston are impressive. Particularly noteworthy is the two-room Business Exploration Laboratory. Equally impressive is the high level of student morale. I visited many classrooms and found the students to be attentive and engrossed in their work. A quarterly newsletter is sent to parents to inform them of program development activities, committee vacancies, and student activities. The only criticism expressed by students was the inflexibility of assignment to the magnet program: a student who is not a resident of East Boston (District 8) cannot transfer into the College Preparatory course if he or she changes vocational goals at a later date.

ELECTRICAL

CHARLESTOWN HIGH SCHOOL
50 MEDFORD STREET
CHARLESTOWN, MASSACHUSETTS 02129
Telephone: 242-0675

Daniel Griffin, Coordinator/Director
Total Enrollment 76
White: 49; Black: 23; Other: 4
Male: 69; Female: 7

A Magnet District IX Cooperative Industrial Program

GENERAL INFORMATION AND OBJECTIVES: The Magnet Cooperative Electrical Program located at Charlestown High School is a three-year program open to tenth and eleventh grade students. As of this writing, there is a strong possibility that ninth grade students will be admitted for the next school year. Interested students should contact the School Department to see if this policy has been implemented. It aims to provide broad training in the electrical field so that graduates may qualify for employment in the electrical trade and industry or may be admitted to a technical school or college.

COURSES: Alternate weeks are spent in the classroom and in the electrical shop. The classroom week includes physical education, health, required academic subjects, and instruction related to the electrical trade, such as drafting and the electrical code. Academic subjects such as math and science are geared toward practical applications in the electrical trade. The electrical shop component is divided into four major areas of instruction: Wiring and Lighting; Sound and Signal; Industrial Electronics; and Motors and Controls. Each instructor, although certified to teach in all areas, concentrates on one specific area of instruction. Instruction is highly individualized and the student is allowed to progress at his or her own speed. There are eight Special Needs students mainstreamed into this program.

Eleventh and twelfth grade students are permitted to accept cooperative work assignments during the shop week. Students earn at least the minimum wage, as they acquire on-the-job training. The Placement Coordinator visits work sites regularly to follow each student's progress and to evaluate his or her work habits. The eight members of the faculty have taught in the Electrical Program for many years. They are licensed electricians and teach union electrical apprenticeship courses as well.

The Electrical Program is housed in the old Spencer Building behind the former high school. This program was originally planned to be merged into the new Occupational Resource Center rather than moved to the new Charlestown High School. However, it seems fairly certain that the program will be moved into the new high school by September.

COUNSELING AND JOB PLACEMENT: Students in the Electrical Program have several resources when the need for counseling arises: the Guidance Counselor at Charlestown High School, homeroom teachers, and the job Placement Coordinator. Ten percent (10%) of the graduates of this program have traditionally gone to college. All graduating seniors are placed in jobs, usually with their cooperative work employer. Eighty percent (80%) of the contractors providing cooperative work experience sites are graduates of this program.

COORDINATOR'S MESSAGE

"The Cooperative Electrical Department is an optional high school program that is designed to train students to make a living in the electrical field."

The total time is allocated equally into the following four categories: 1. Academic Instruction 2. Related Electrical Instruction 3. Electrical Shop Experience 4. Actual Work Experience.

This is an accredited program that grants a high school diploma and allows each student to accumulate required time necessary for State License."

EDITORIAL COMMENT

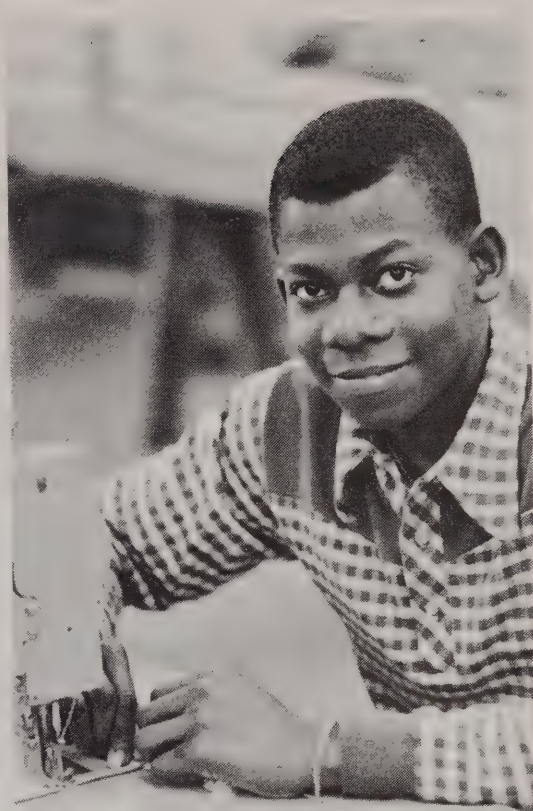
The Charlestown Electrical Program has seventy-six (76) students currently enrolled, although in recent years as many as 400 students were attending classes. This dramatic underenrollment is attributed to the bad image of Charlestown High School in the early years of desegregation. However, the Coordinator/Director states that there have not been any incidents in the Electrical Program.

The shops, although not new, are adequately equipped for instructional purposes. The electronics instructor, however, complained about delays which occur when requisitioning supplies.

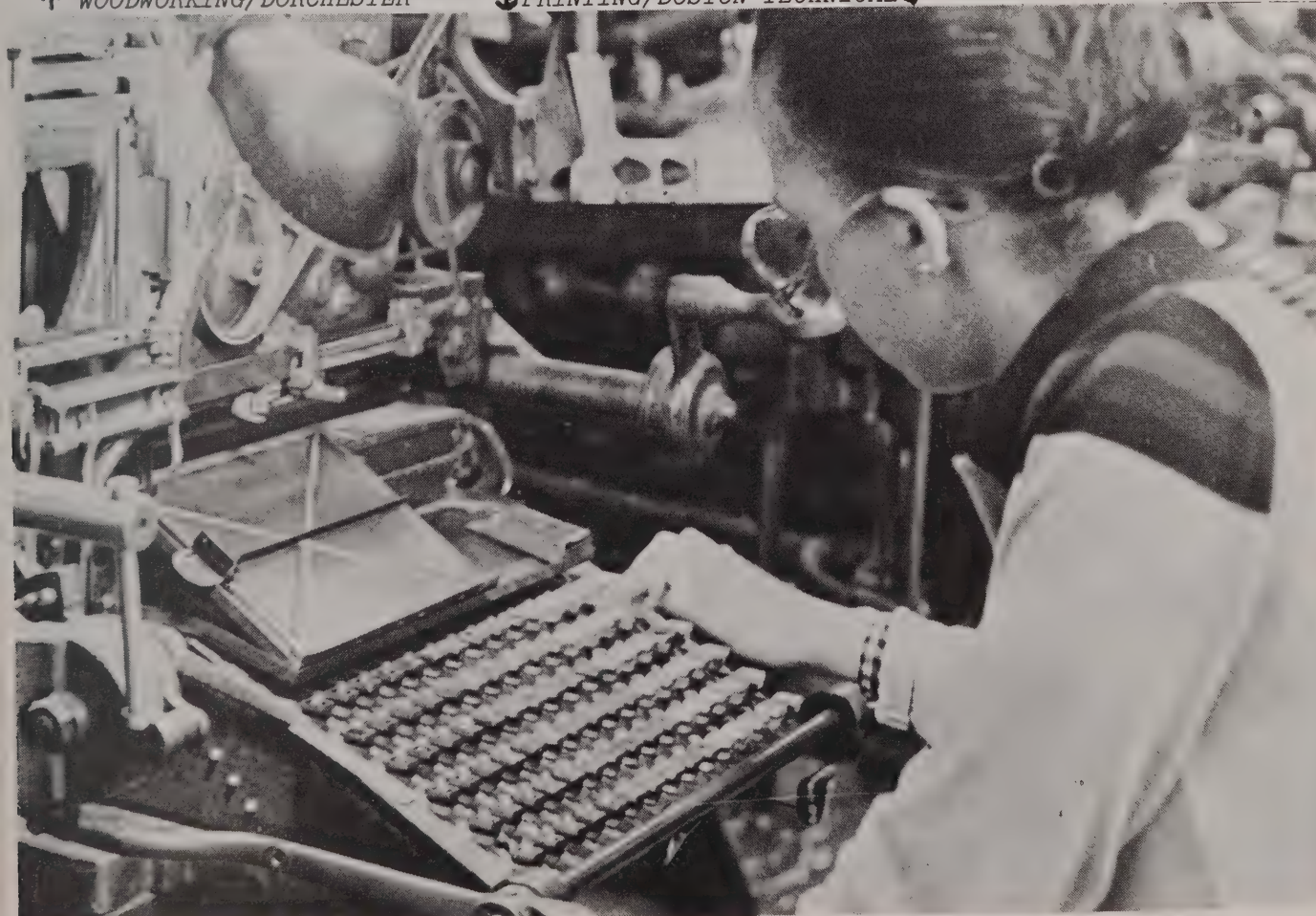
The coop students are very active in extra-curricular activities, student government, and sports; the presidents of the junior and senior classes are in the electrical program. This program offers the technically and mechanically inclined student the opportunity to acquire marketable skills while completing his or her high school education. The electrical and related electronics fields offer placements for individuals from a broad range of different skill types and levels, from electronics assembly to electrical engineer.



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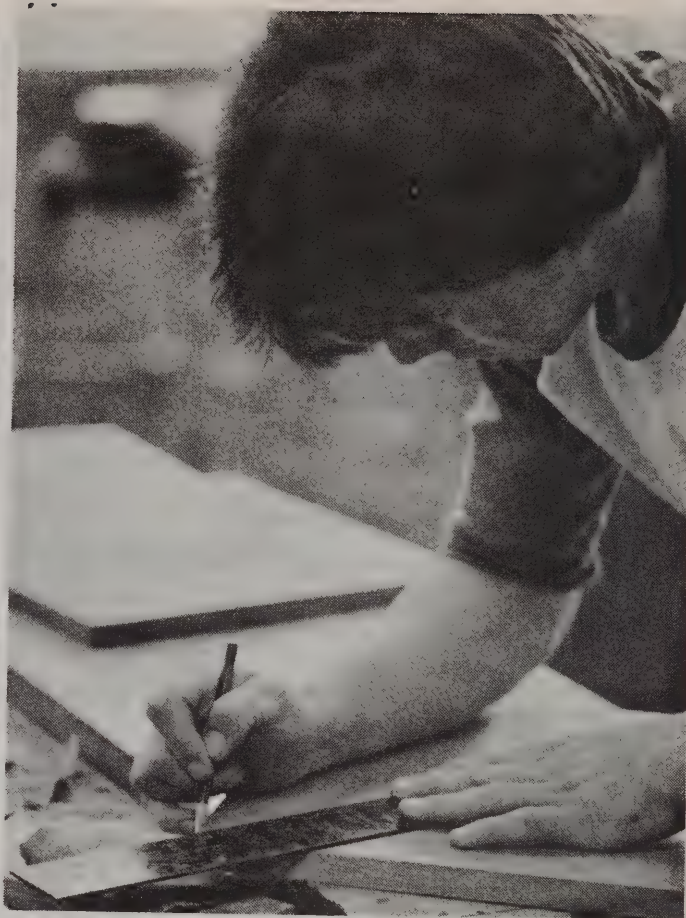
PRINTING/BOSTON TECHNICAL ↓ UPHOLSTERY/DORCHESTER ↑



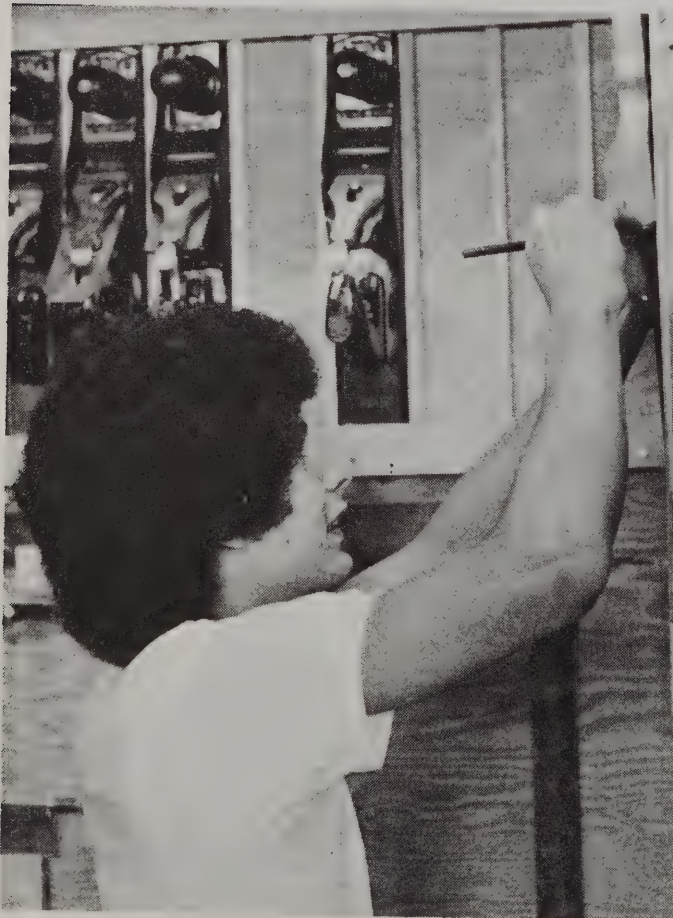


↑ MACHINE/EAST BOSTON

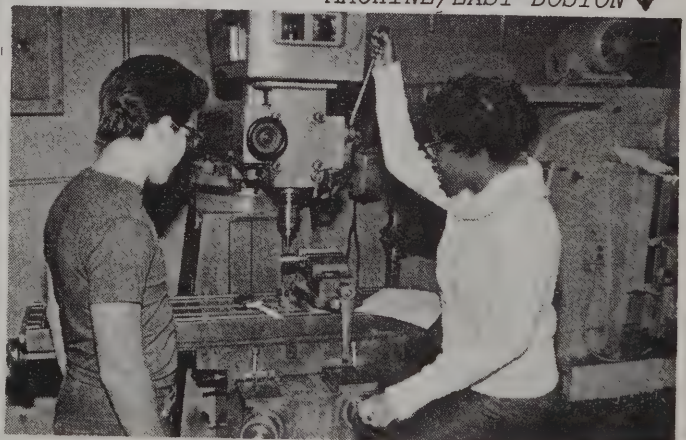
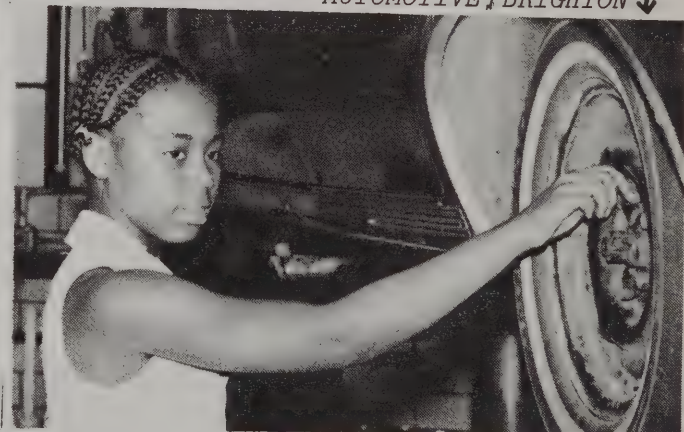
↙ WOODWORKING/DORCHESTER ↘



AUTOMOTIVE / BRIGHTON ↓



MACHINE/EAST BOSTON ↓



MACHINE

EAST BOSTON HIGH SCHOOL
86 WHITE STREET
EAST BOSTON, MASSACHUSETTS 02128
Telephone: 567-0450

Murray Solomon, Coordinator/Director
Total Enrollment 76
White: 43; Black: 32; Other: 1
Male: 61; Female: 15

A Magnet District IX Cooperative Industrial Program

GENERAL INFORMATION AND OBJECTIVES: The Magnet Cooperative Machine Shop Program at East Boston High School accepts tenth and eleventh grade students from throughout the city who wish to acquire training and cooperative work experience in machine tooling while completing their high school education. As of this writing, there is a strong possibility that ninth grade students will be admitted for the next school year. Interested students should contact the School Department to see if this policy has been implemented. An all-around machinist makes metal parts using power-driven machines and hand tools according to specifications, such as blueprints. This type of work requires mechanical aptitude, a high degree of concentration, and the ability to work to close tolerances.

COURSES: Students spend alternate weeks in the classrooms and in the machine shop. During the classroom week, the student takes the core academic subjects, physical education, and health, as well as "related" instruction. The "related" courses include drafting and blueprint reading. The required math and science courses are geared toward practical applications in the trade. There are usually no elective subjects, although arrangements are sometimes made to replace a study period with an art or music class. In shop, the student learns to use measuring devices and hand tools, and to set up and operate a variety of power machines used in metal parts fabrication. Curriculum development is an ongoing process in the Machine Shop Program. The math course has been restructured to include remedial work. The employers who provide work experience to coop students are consulted as to how the program can be improved. Advanced eleventh (11th) and twelfth (12th) grade students are permitted to work in local machine shops during their shop week. The student's performance on the job is evaluated at least once a month by his or her employer and by the Placement Coordinator for the program.

COUNSELING AND JOB PLACEMENT: Counseling is provided by the Guidance Department at East Boston High School and by the Placement Coordinator for the Machine Shop Program. Most seniors are offered permanent jobs by their cooperative work employers, although one-third do not opt to work in the trade. Of the nineteen (19) graduates from last year's class, twelve (12) were placed in machine shops. There have been female students enrolled in this program for four years, although none have gone on to their senior year. Therefore, placement data for female graduates is non-existent.

COORDINATOR'S MESSAGE

"The East Boston High School Machine Shop Program has been training high school students successfully for the machine tool and related industries for many years. We can help interested individuals to acquire the skills, knowledge and attitudes for entry into the many available jobs in these industries."

This program helps the students to obtain sufficient experience in the use of hand tools, and measuring instruments together with the operation of lathes, milling machines, grinders, and drill presses, to enable him/her to become gainfully employed. Mathematics, Science, and Drafting are taught specifically to relate to the needs of the machinist.

The machine shop students at East Boston High School have total access to all school activities and are members of the various athletic teams, the glee club and other school organizations.

EDITORIAL COMMENT

A positive aspect of this program is that the vocational students are not isolated from other students at East Boston High School: shop students are assigned to regular home rooms, play sports, join the glee club, and participate in Proscholars.

More emphasis should be placed on recruiting and retaining female students. The situation of female students not completing the program should be evaluated to determine what factors influence their transferring to other schools and programs.

Much of the equipment for this program at East Boston High borders on the obsolete and should be replaced. Uncertainty about the future of this program has hampered efforts at modernization. However, for practical purposes, the training a student receives here is adequate to ensure job placement, if the student is motivated. According to Jobs for Massachusetts, Inc., a non-profit association of major employers in the manufacturing sector of the economy, there is a critical shortage of skilled machinists in the state. Students desirous of learning a trade which requires mechanical ability and which offers better than average opportunities for employment should consider Machine Shop.

MACHINE

HYDE PARK HIGH SCHOOL
655 METROPOLITAN AVENUE
HYDE PARK, MASSACHUSETTS 02136
Telephone: 361-0408

Richard Morano, Coordinator/Director
Total Enrollment 39
White: 34; Black: 5; Other: 0
Male: 37; Female: 2

A Magnet District IX Cooperative Industrial Program

GENERAL INFORMATION AND OBJECTIVES: The Magnet Cooperative Machine Shop Program at Hyde Park High School is open to tenth and eleventh grade students on a city-wide basis. As of this writing, there is a strong possibility that 9th grade students will be admitted for the next school year. Interested students should contact the School Department to see if this policy has been implemented. Historically, the Machine Shop Program at Hyde Park has served students on the south side of the city while the program at East Boston has served students on the north side. The curriculum was developed jointly by teachers from both programs and the objectives are identical: to teach students the skills, safety practices and work attitudes necessary to secure employment in a machine shop; to provide the student the opportunity for supervised paid work experience; and to provide a sound high school education.

COURSES: Students spend alternate weeks in the classroom and in the machine shop. During the classroom week, students take English, Social Studies, Shop Mathematics, Physics, Drafting, Shop Process, Health, and Physical Education. The content of the Shop Process course correlates with the skills being taught in shop and includes: shop vocabulary, identification and use of shop tools, the methods of planning the proper sequence of operations in a job, and the theory of machining. Strong emphasis is placed on developing drafting ability in students since blueprint reading is an integral part of a machinist's job. During the shop week, the students become familiar with manufacturing conditions in the simulated machine shop. The use of hand tools, measuring devices, gauges for inspection, and how to set-up and operate a variety of industrial machines such as turret and engine lathes, milling machines, shapers and planers, and grinders are taught. Individualized instruction permits the student to advance at his or her own pace. The Placement Coordinator works closely with the teachers in order to identify advanced students who are skilled enough to accept a cooperative work assignment during shop week in a local machine shop. Students are paid up to \$4.00 per hour by their employers. The Placement Coordinator visits the work sites at least once a month in order to assess the quality of the training experience and to evaluate the student's proficiency, work attitude and attendance.

COUNSELING AND JOB PLACEMENT: The Placement Coordinator provides personal and career counseling and makes referrals to community agencies when appropriate. Vocational students who express interest in attending college are referred to the Guidance Department. Of the thirty-two (32) students who graduated in 1978, twenty-three (23) were placed in machine shops, and five (5) found jobs on their own in unrelated areas.

COORDINATOR'S MESSAGE

"Vocational Education, as the Machine Shop Program is better known, actually has been training students for occupations in machine shops for many years."

Today's emphasis on the need for a college education overlooks many things. The need in our society is for skilled trained mechanics. Many students being channeled into college preparatory courses would indeed become better, happier and more well-adjusted citizens, working with both their heads and their hands. Vocational education is not terminal education. Vocational education may indeed enable students, who would be unable to further their education, to work their way through a school of higher learning. Many of our former students have gone on to positions in engineering, teaching, and business, (at present 3 of the teachers in our program are former pupils)."

EDITORIAL COMMENT

The Machine Shops at Hyde Park High School are spacious, clean, and well-lighted. The shops are equipped with industrial machines which are old, but well-maintained by the teachers. The coordinator stated that some modernization of the shops should be done, such as installing the more sophisticated numerically-controlled (computerized) machines.

The program is seriously under-enrolled. Only thirty-nine (39) students are currently enrolled in this program, which can accommodate up to 150 students. For the most part, the enrollment figures reflect the fear of parents and students to select a school with a history of racial violence. Four of the thirty-nine students are black. Additional white students will not be admitted until the black enrollment increases. If this program is to survive, it is imperative that the school administration identify and remedy the factors which deter black students from applying.

PRINTING~GRAPHICS

BOSTON TECHNICAL HIGH SCHOOL
205 TOWNSEND STREET
ROXBURY, MASSACHUSETTS 02121
Telephone: 445-0219

Richard Brown, Coordinator/Director
Total Enrollment 58
White: 23; Black: 26; Other: 9
Male: 39; Female: 19

A Magnet District IX Cooperative Industrial Program

GENERAL INFORMATION AND OBJECTIVES: The magnet cooperative printing and graphic arts program at Boston Technical High School is geared primarily toward training young men and women for employment in commercial printing shops. Students learn how to produce advertising materials, catalogs, pamphlets, business cards, calendars, posters, and invitations using letterpress, offset, machine composition, and computerized photo-typesetting. In addition to learning mechanical printing skills, students acquire layout, paste-up, and proofreading experience in order to broaden their knowledge of printing operations. The program accepts tenth and eleventh grade students from all districts. As of this writing, there is a strong possibility that ninth grade students will be admitted for the next school year. Interested students should contact the School Department to see if this policy has been implemented.

COURSES: The program is divided evenly between classwork and shop experience and students alternate one week in the classroom and one week in shop. Classroom instruction includes English, Math, Science, Social Studies, Health, and Physical Education, as well as courses related to the printing industry such as drafting and typing. In tenth grade, students are introduced to all phases of printing operations and graphic arts during their shop week. During the tenth and eleventh grade, students may qualify for cooperative work assignments in local printing shops during their shop week. The work sites are supervised by the Coordinator/Director who evaluates the student's performance and ensures that the student's training plan is being properly implemented.

COUNSELING AND JOB PLACEMENT: Counseling is provided by Guidance Department personnel. Of the twenty-two seniors who graduated in 1978, eighteen are working in the printing industry, three are working in jobs unrelated to printing, and one student is in college. Boston, as a center of printing and publishing, offers good employment opportunities to graduates of printing and graphic arts vocational education programs.

COORDINATOR'S MESSAGE

"The Boston Technical High Graphic Arts course offers letterpress printing, machine composition, linotype, Ludlow, and cold composition. Photo-offset printing, the use of reproductive camera, negative stripping, layout, imposition, platemaking, and off-set presswork are also offered."

EDITORIAL COMMENT

The student morale is low and may be attributed to many factors. The printing program is housed in the basement and is physically separate from the rest of the school. The shops are crowded and the lighting is inadequate. Although the cooperative printing students participate in Flexible Campus, intramural sports, and extra-curricular activities, they are not integrated with Tech students for any classes, including Physical Education.

Although the printing shops are adequately equipped for training purposes, several improvements could be made. The largest print shop includes the linotype, intertype, and Ludlow typesetting equipment. Increased emphasis should be placed on offset printing because it has become the most widely used method of printing. Although additional offset equipment is in storage, this program cannot be expanded because of restrictions on space. More emphasis could also be placed on computerized phototypesetting. This method of printing is growing rapidly, particularly in newspaper publication.

SHEET METAL-AUTO BODY

SOUTH BOSTON HIGH SCHOOL
95 G STREET
SOUTH BOSTON, MASSACHUSETTS 02127
Telephone: 268-3082

William Heath, Coordinator/Director
Total Enrollment 52
White: 34; Black: 18; Other: 0
Male: 46; Female: 6

A Magnet District IX Cooperative Industrial Program

GENERAL INFORMATION AND OBJECTIVES: The Magnet Cooperative Sheet Metal and Auto Body Programs are located at South Boston High School and are open to tenth and eleventh grade students on a city-wide basis. As of this writing, there is a strong possibility that ninth grade students will be admitted for the next school year. Interested students should contact the School Department to see if this policy has been implemented. The objectives of the programs are to provide training and work experience in sheet metal fabrication or automobile body repair, while a student fulfills the requirements for a high school diploma.

COURSES: In the Sheet Metal Program, students spend alternate weeks in the classroom, studying academic and "related" subjects, and in the sheet metal shops, learning the fundamentals of the trade. The academic half of the program includes English, Social Studies, Related Math, Related Physics & Chemistry, Related Drafting, Shop Process, and Physical Education & Health. The Drafting course is geared to the sheet metal trade and focuses on patterns and duct work. Drafting is an essential skill for the sheet metal worker because up to fifty percent of the tasks involve layout and design. In the tenth grade, students spend their shop week learning how to make ducts for heating, ventilation, air conditioning, and exhaust systems; how to make sheet metal furniture, such as bookcases and cabinets; and how to do ornamental work, such as plant hangers and railings. The basic operations and procedures a student learns include measuring, bending, shaping, and fastening metal pieces. Eleventh and twelfth grade students work at local sheet metal shops during their shop week, under the supervision of the Placement Coordinator.

In the Auto Body Program, students spend alternate weeks in the classroom, studying academic and "related" subjects, and in the simulated auto body shop, learning to repair and paint automobiles which have been damaged in traffic accidents. Fifty percent (50%) of the program of study is conducted in the classroom and consists of coursework in the following subjects: English, Social Studies, Health, Physical Education, Related Math, Related Physics, Related Chemistry, Related Drafting, and Shop Process. The Shop Process course presents the theoretical foundations for the skills and procedures taught during shop week. During the tenth grade, students spend their shop week working on actual automobiles, learning how to use hand tools, pneumatic hammers, alignment machines, metal-cutting guns, and acetylene torches in order to perform the needed repairs. Students are also taught painting techniques, such as paint removal by power sander, the use of spray-paint guns, and paint mixing. Eleventh and twelfth grade students are placed in jobs in auto body shops and car dealerships during their shop week. Students are assigned to work sites according to skill level, by the Placement Coordinator. Work sites are monitored frequently by the Placement Coordinator, who reviews student evaluations with employers.

A Title I reading program is being developed. Students may take the Business Lab course as an elective. This course includes typing, calculators, Xerox, principles of business and accounting. Seniors are selected to participate in Flexible Campus programs on an individual basis.

COUNSELING AND JOB PLACEMENT: Students in need of counseling services are referred to the Guidance Department of South Boston High School. The Coordinator/Director indicated, however, that the needs of the vocational students would be better served by a specialist in vocational, rather than academic, counseling. The Placement Coordinator provides job-related counseling to students assigned to cooperative work sites. Of the nine seniors who graduated from the Auto Body Program last year, four found employment in the field. Of the seven graduates in the Sheet Metal Program, four were placed in sheet metal jobs. The employment outlook for both occupations is good, according to Division of Employment Security data; however, job opportunities in sheet metal fluctuate with the construction industry.

COORDINATOR'S MESSAGE

"Sheet Metal: The Sheet Metal Program includes a study of raw materials, designs, projects, problem-solving methods, duct work (which is used in heating, ventilating, air conditioning, and exhaust work); and the tools, materials and processed products of Sheet Metal work. The course teaches students the hand and machine skills that are useful to students seeking employment in the Sheet Metal industry. This course begins in 10th grade; during the 11th and 12th grade, students will spend one week at their home school in shop process, related and academic work, and the following week earning a salary on a job training site.

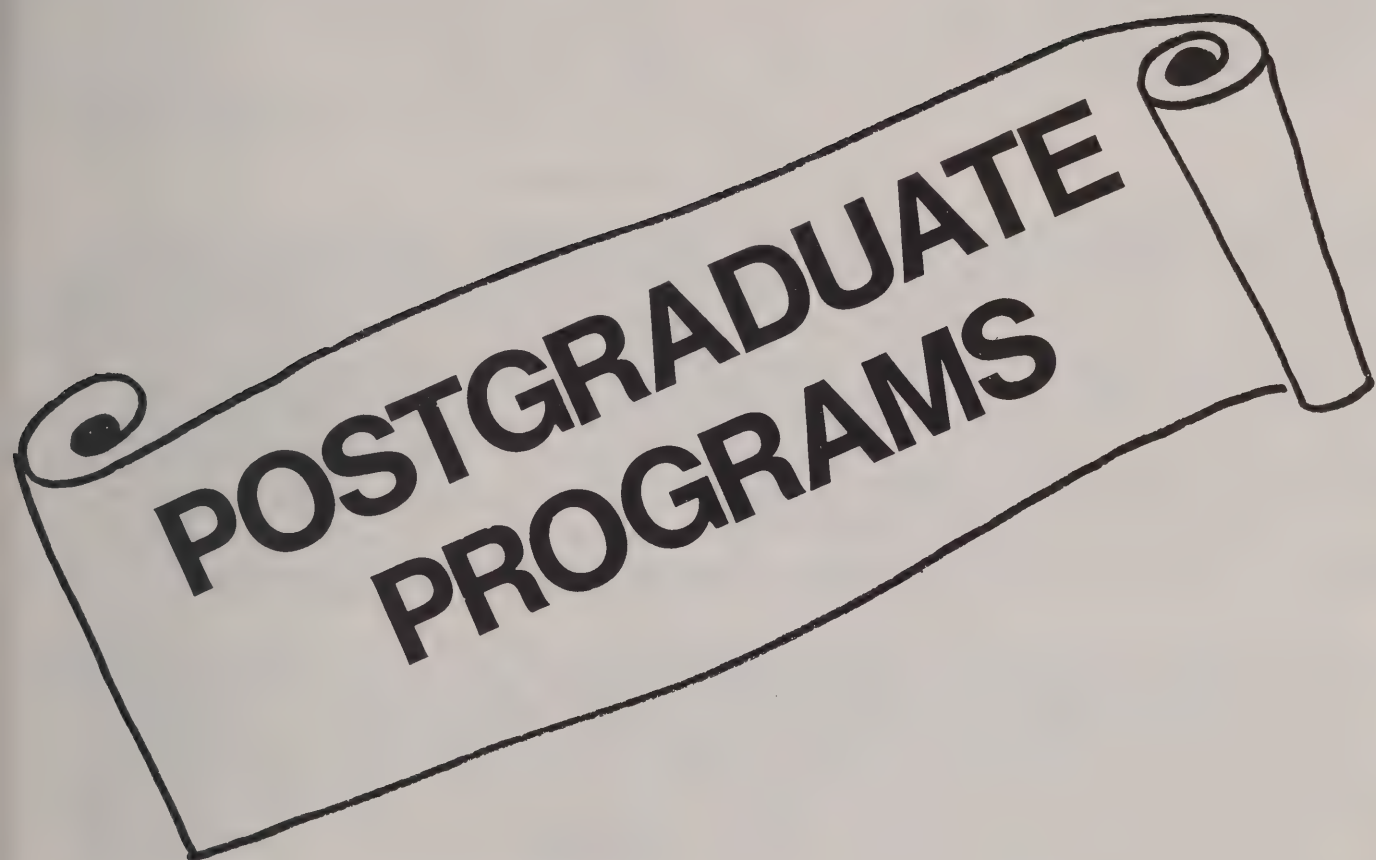
Auto Body: This course is designed to prepare students to fill career opportunities in the auto body industry. The program is primarily based on operational activities and all work is performed on actual automobiles. The Auto Body Cooperative Course begins with grade 10. Grades 11 and 12 are spent in alternating weeks at school and in the world of work at a training site. Students will study academic and related work during the week at school, and will be employed at a wage earning job in a shop outside the school location during the training week.

EDITORIAL COMMENT

A number of incidents which occurred in the recent past have necessitated the implementation of security precautions such as metal detectors, the inspection of packages, and the procedure of security guards escorting visitors to their destination.

Student morale is poor. Some new students discover in the first few weeks that they are not satisfied with sheet metal or auto body work and would prefer to transfer into a comprehensive high school program. However, programmatic transfers are not processed until February 1. The continuing presence of students kept unwillingly in the program weakens the morale of students truly interested in learning the subject material. There is also a problem in motivating students to accept cooperative work assignments. A significant percentage choose to remain in shop rather than to be placed on jobs. This conflicts with the philosophy and goals of cooperative work programs.

The school building is not well maintained. The area outside the Auto Body shop is dirty and strewn with broken glass.



business

BOSTON BUSINESS SCHOOL
989 COMMONWEALTH AVENUE
BOSTON, MASSACHUSETTS 02215
Telephone: 787-5600

Herbert C. Hambelton, Headmaster
Total Enrollment 1978-79 - 581
White: 414; Black: 144;
Other Minority: 23

GENERAL INFORMATION AND OBJECTIVES: The Boston Business School offers up to two years of free post-secondary business and office education to high school graduates who reside in the City of Boston. The objective of the school is to produce the highest possible degree of proficiency in the technical skills of typewriting, stenography, bookkeeping, accounting, and machine transcription in their graduates. Students are encouraged to advance at their own pace and to leave school when they attain the levels of proficiency established in each course area. Classes meet Monday through Friday from 8:45 a.m. to 2:15 p.m. from September to June. The holiday and vacation schedule for Boston Public Schools is followed. The school operates on a semester basis and accepts applications twice a year.

COURSES: Programs of varying length are offered in five major subject areas:

Bookkeeping: Approximately ten school-months are required to complete the following course of study -- Accounting I, II; Business English; Typewriting; Records Management; Business Law; Spelling; Business Mathematics; Office Practice; Executive Procedures.

Accounting: A seventeen school-month program includes the following subjects -- Accounting I, II, III; Business English; Business Math; Typewriting; Economics; Office Practice; Business Law; Psychology; Business Organization; Records Management; Executive Procedures; Spelling. Graduates of this program are employed as junior accountants. Many continue their education on a part-time basis while working and earn degrees in accounting.

Shorthand: A twelve school-month program which includes study of the following subjects -- Shorthand I, II, III; Business English; Typewriting; Records Management; Psychology; Spelling; Business Mathematics; Office Practice; Executive Procedures.

Executive Secretarial: A program which usually takes twenty-four school-months to complete and is comprised of the following courses -- Shorthand I, II, III; Business English; English Composition; Typewriting; Secretarial Accounting; Records Management; Business Law; Psychology; Secretarial Procedures; Spelling; Business Mathematics; Office Practice. In order to receive a diploma in this course, students must be able to type 55 words per minute and take shorthand at 120 words per minute.

Machine Transcription: This course can usually be completed in ten school-months, and includes the following subjects -- Machine Transcription; Business English; Typewriting; Records Management; Executive Procedures; Psychology; Office Practice; Spelling.

Students with previous business and office training and experience are evaluated and placed in classes according to their skill level. Therefore, these students may complete their programs in a shorter period of time.

The teachers were praised for their experience and effectiveness by the Headmaster. Classrooms and labs are furnished with modern typewriters, transcription equipment and office machines. Two classrooms are equipped with manual typewriters, but plans call for their replacement with electric typewriters within three years.

COUNSELING AND JOB PLACEMENT: Vocational counseling and job placement assistance are provided by the full-time placement coordinator. The placement rate for graduates is 100%. The starting salaries range from \$150 - \$175 per week for accounting and book-keeping graduates and from \$175 - \$245 for executive secretarial graduates. The employment outlook for skilled business and office personnel is excellent according to the Occupational Forecast of the First National Bank of Boston and the Occupational Outlook Handbook of the U. S. Department of Labor.

HEADMASTER'S STATEMENT

The Boston Business School offers a unique, tuition-free, Junior College-level program in business education to high school graduates who are residents of the City of Boston.

The school facility, a modern, two-story building, colorfully painted and attractively furnished with carpeting throughout, is conveniently located on Commonwealth Avenue near Boston University.

The Business School, formerly called Boston Clerical School, was founded in 1914. It is designed to encourage students to advance through a program of studies as rapidly as their ability and effort allow. A passing grade of 90 percent in all subjects is required for completion of training.

The maintenance of high standards has earned the school a sound reputation with the business community. Accordingly, there is a great demand for our graduates by the business offices throughout the Greater Boston area. The full-time Placement Office of the school works closely with the business firms to locate students in permanent and part-time jobs.

EDITORIAL COMMENT

The Boston Business School is an extremely attractive facility -- it is carpeted, freshly painted, clean, and well-lit! The space available adequately accommodates the classrooms, laboratories, cafeteria, and student lounge. The acoustics are very good. There is an air of quiet industriousness about the school. The Headmaster exhibited a high degree of pride in discussing his school and the accomplishments of its graduates. The seriousness of purpose of the students is exemplary.

The students did however, express two areas of concern: 1) many felt that Boston Business School should seek accreditation as a Junior College, and thus grant associate degrees rather than diplomas; and 2) some felt that they should be treated in a more adult-like manner and, accordingly, be given greater freedom. On the whole, the students' comments were overwhelmingly positive, underscoring their confidence in their ability to secure good jobs upon graduation.

nursing

PRACTICAL NURSING PROGRAM
73 HEMENWAY STREET
BOSTON, MASSACHUSETTS 02115
Telephone: 536-3844

Eileen Foley, Coordinator
Total Enrollment 1978-79 - 36
White: 36; Black: 0;
Other Minority: 0

A District 9 Post-graduate Program

GENERAL INFORMATION AND OBJECTIVES: The Practical Nursing Program is a twelve month course of study, consisting of four months of study at the school and eight months in the clinical facilities of affiliated hospitals, preparing students to become Licensed Practical Nurses (LPNs). In order to be considered for admission, applicants must be over 17 1/2 years old; possess a high school diploma or equivalency certificate; submit a transcript of courses and grades; take the Entrance Examination for Schools of Practical Nursing. Applicants must also present evidence of good general and dental health; submit references; and have an interview with the Admissions Committee. Residents of Boston are given preference in the admissions process, and they pay no tuition.

A graduate of the program becomes eligible to be licensed in Massachusetts by passing the State Board examination.

COURSES: The first term consists of introductory courses in Physiology, Microbiology, Nutrition, Pharmacology, and Fundamentals of Nursing. The subsequent terms emphasize clinical experience in Adult Nursing, Pediatric Nursing, and Maternal and Newborn Nursing.

COUNSELING AND JOB PLACEMENT: Counseling and Job Placement assistance is provided by the teachers. The employment outlook for Licensed Practical Nurses (LPNs) is very good. Starting salaries ranged from \$190 to \$230 per week for the most recent class of graduates. The program has a job placement rate of 100% for graduates.

COORDINATOR'S MESSAGE

We place a heavy emphasis on clinical experience. 100% of last year's class passed their State Boards the first time they sat for the test. We are closely tied to our hospital affiliates - Mattapan Chronic Hospital, Peter Bent Brigham Hospital, Boston City Hospital, and Boston Hospital for Women, Lying-In Division. Most students are offered jobs by the hospitals where they receive their clinical training.

EDITORIAL COMMENT

The Practical Nursing Program has been very successful since its inception in 1957. A resident of Boston can receive excellent training and can expect to secure employment upon completion of that training.

EVENING PRACTICAL NURSING PROGRAM
73 HEMENWAY STREET
BOSTON, MASSACHUSETTS 02115
Telephone: 536-3844

Diana Osgood, Coordinator
Total Enrollment 1978-79 - 48
White: 46; Black: 2;
Other Minority: 0

GENERAL INFORMATION AND OBJECTIVES: The Evening Practical Nursing Program is designed to provide part-time Licensed Practical Nurse (LPN) training to individuals who are currently employed as Nurses' Aides or in other related health occupations, and who must continue to work while they attend school. A student may complete the program in two school years by attending classes three evenings per week from 5:00 p.m. to 10:30 p.m. The admissions criteria are the same as for the day Practical Nursing Program.

COURSES: The subjects required are Basic Nursing, Nursing of Adults I & II, Nursing of Children, and Maternity Nursing. As in the day program, emphasis is placed on clinical training and experience in affiliated hospitals.

COUNSELING AND JOB PLACEMENT: Counseling is provided by teachers. Most graduates of this program are offered jobs as LPNs by their current employers. In order to become licensed as LPNs, graduates must successfully pass the State Boards.

dental

DENTAL ASSISTANT PROGRAM
73 HEMENWAY STREET
BOSTON, MASSACHUSETTS 02115
Telephone: 536-3845

Nancy Wheaton, Instructor
Total Enrollment 1978-79 - 18
White: 16; Black: 2;
Other Minority: 0

A District 9 Post-graduate Program

GENERAL INFORMATION AND OBJECTIVES: The Dental Assistant Program offers free training in dental assisting to Boston residents who possess a high school diploma or equivalency certificate. Additional admissions requirements are evidence of good dental and physical health, letters of recommendation, a personal interview, and a pre-entrance evaluation examination. The program runs for one academic year from September to June.

COURSES: The program of study includes office procedures, chairside assisting, X-ray techniques, and laboratory procedures. Fifteen weeks of the course is devoted to supervised clinical experience in affiliated dental clinics and private dental offices.

COUNSELING AND JOB PLACEMENT: Since this is a small program, counseling is provided by the instructor. The job outlook for Dental Assistants is good as is evidenced by the fact that thirteen (13) of the sixteen (16) students who graduated last year were placed in jobs. The average weekly starting salary for Dental Assistants is \$140 - \$150 per week.

FINANCIAL AID RECEIVED BY THE JUNE, 1978 BOSTON HIGH SCHOOL GRADUATES
(as reported to the Boston Public Schools' Guidance Unit)

<u>SCHOOL</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTAL</u>
Boston Latin School	\$317,900.00	\$127,300.00	\$445,200.00
Boston Latin Academy			694,043.00
Boston Technical High School	130,642.00	120,121.00	250,763.00
Boston Trade School	1,500.00	3,000.00	4,500.00
Boston High School	16,800.00	13,500.00	30,300.00
Brighton High School	30,355.00	23,008.00	53,363.00
Charlestown High School	20,160.00	15,915.00	36,075.00
Copley Square	14,361.00	48,501.00	62,862.00
Dorchester High School	26,737.00	41,525.00	68,262.00
East Boston	28,000.00	52,500.00	80,500.00
English High School	34,170.00	63,341.00	97,511.00
Hyde Park High School	28,260.00	34,540.00	62,800.00
Jamaica Plain High School	6,875.00	33,745.00	40,620.00
Jeremiah E. Burke	27,800.00	41,550.00	69,350.00
Madison Park High School	84,154.00	111,157.00	195,311.00
Mario Umana	No graduates in June, 1978		
Roxbury High	21,100.00	26,700.00	47,800.00
South Boston High	9,000.00	8,100.00	17,100.00
West Roxbury High School	<u>22,724.00</u>	<u>73,165.00</u>	<u>95,889.00</u>
TOTALS	\$820,538.00	\$1,531,711.00	\$2,352,249.00

It should be noted that the above amounts are what the students reported to the Guidance Unit. Some students do not report to the Unit regarding financial aid obtained, as they feel it is a confidential matter. Therefore, it is likely that more money was received by students than is indicated by this table.



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